



September 14, 2017

Board President Michael Chang
1290 Ridder Park Dr.
San Jose, CA 95131

Dear Board President Chang:

With this letter and accompanying complete application (including charter petition with Performance Report and appendices, Charter Review Matrix, and redline original petition) Voices College Bound Language Academy at Morgan Hill hereby submits our application for the renewal of our charter.

Per our email communication with Voices' COE liaison Vickie Teshin-Anderson, the Public Hearing on the charter renewal will be September 20, 2017 and the Decision on the charter renewal will be November 15th, 2017.

Voices is proud to be authorized by the Santa Clara County Office of Education and looks forward to the successful renewal of our charter. Thank you.

Sincerely,

A handwritten signature in black ink that reads "Frances Teso". The signature is written in a cursive, flowing style.

Frances Teso
Lead Petitioner,
Voices College-Bound Language Academy at Morgan Hill

Voices College-Bound Language Academies
14271 Story Rd
San Jose, CA 95127

www.voicesacademies.org



At Morgan Hill

Charter Renewal Petition

Respectfully Submitted to the Santa Clara County Board of Education

Submitted September 14, 2017

For the term July 1, 2018 through June 30, 2023



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Affirmations and Declaration

Voices College-Bound Language Academy at Morgan Hill (“Voices” or the “Charter School”), currently located at 610 Jarvis Ave., Morgan Hill, CA, operated by Voices College-Bound Language Academies, a California nonprofit public benefit corporation with tax-exempt status, will comply with all applicable laws including but not limited to the following:

1. The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
2. The Charter School shall not charge tuition, or fees, for educational activities. [Ref. Education Code Section 47605(d)(1)]
3. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
4. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
5. Voices College Bound Language Academies declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
6. The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
7. The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section

47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(A)-(C)]

8. The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
9. The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(I)]
10. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School shall comply with the Ralph M. Brown Act.
12. The Charter School shall comply with the Political Reform Act.
13. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
14. The Charter School shall comply with the Public Records Act.
15. The Charter School shall comply with the Family Educational Rights and Privacy Act.
16. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

17. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
18. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
19. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
20. The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Section 47605-47605.1]
21. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
22. The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
23. The Charter School embraces Section 47601 of the Education Code which establishes the intent of the Legislature to establish and maintain charter schools as a method to accomplish all of the following:
 - Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
 - Improve pupil learning.
 - Encourage the use of different and innovative teaching methods.
 - Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
 - Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

- Hold charter schools accountable for meeting measurable pupil outcomes, and provide schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Frances Jesu *Lead Petitioner* *9-14-17*
Authorized Representative Signature Title Date

Executive Summary and Introduction

The Voices College-Bound Language Academy at Morgan Hill charter petition was approved by the Santa Clara County Board of Education (“SCCBOE”) and operated under the oversight of the Santa Clara County Office of Education (“SCCOE” or “Authorizer”) (collectively referred to herein as, “the County”) in 2015 for a three year term from 2015-2018.

In a short two years, Voices has overcome many challenges and has enjoyed many successes. The Charter School and parents developed numerous relationships in the community which led to the approval of a new facility that will establish stability for families, students and program, and ultimately help Voices develop deeper roots in Morgan Hill.

Additionally, we have seen our students thrive both academically and socially. Although most of our incoming students enter Voices significantly below grade level in reading, math, and English language proficiency levels, they have thrived and are on the path to meeting or exceeding standardized measurements of achievement.

- Students in grades TK-1st started in Fall 2015 with only 6.76% proficiency in math. This same group of students has now attained 63.51% proficiency in math, a ten-fold increase.¹
- More than 50% of students who started in Fall 2015 were below grade level in math. By Spring 2017, Voices has drastically reduced that number to 12.6%.
- Spanish reading grade level proficiency grew from 4% in 2015-16 to 40% in 2016-17.
- Voices 2nd graders grew from 0% Early Advanced in 2015 to 60% Early Advanced in 2016 as measured by CELDT.

In response, and in order to meet the unique needs of our Voices students and close these gaps, the principal focused on guided reading instruction as a school priority. The Charter School had multiple trainings, classroom observations, coaching sessions and data meetings on guided reading in 2016-17. The priority work also included principal professional development and coaching. The focus on improving guided reading instruction through accelerated student reading goals will continue in 2017-18.

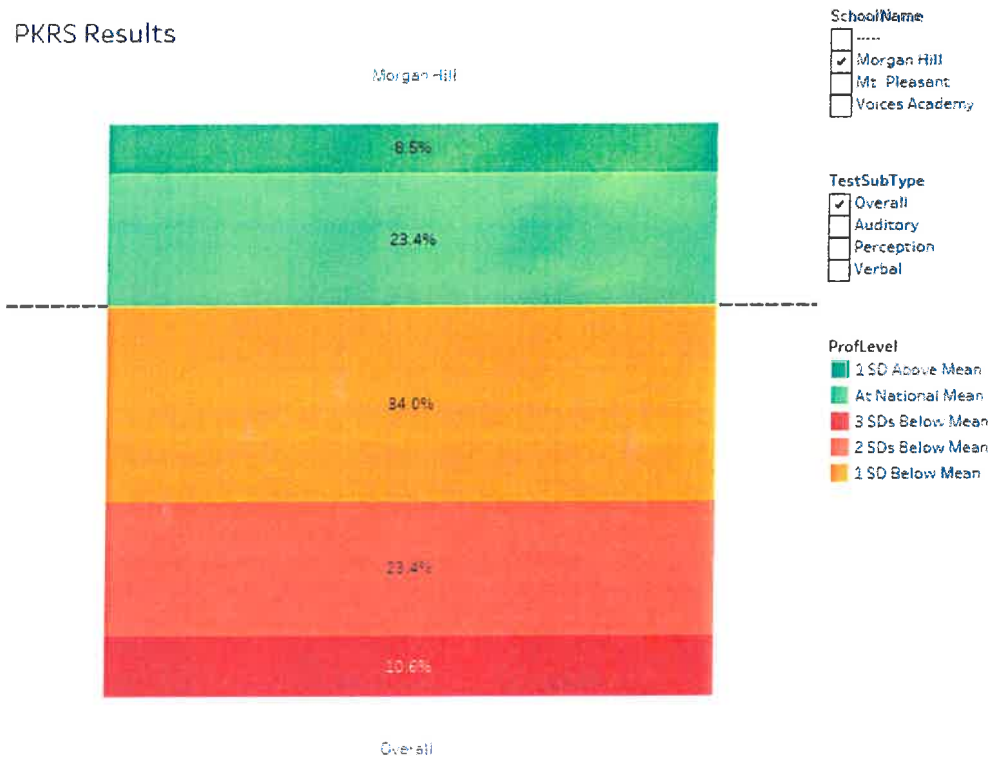
¹ Voices has identified a proficiency range for its interim assessments, including math assessments. “Proficient” is defined as having mastered 80% or more of the assessment’s items. It is represented by green on our graphs. “Below” is defined as falling between 60% and 79% mastery on the assessment and is marked by yellow. “Far below” is used for students who score 0% to 59% on an assessment and is marked by red.

Incoming Performance

Voices establishes baselines for all incoming TK and Kindergarten students as a way of measuring value added growth and to make sure we are equitably serving Morgan Hill's most academically at-risk students. This can be seen whether measuring school readiness, math levels or CLEDT levels. These entry levels are indicative of the challenges Voices students must overcome in order to attain grade level proficiency as measured by standardized assessments.

School Readiness

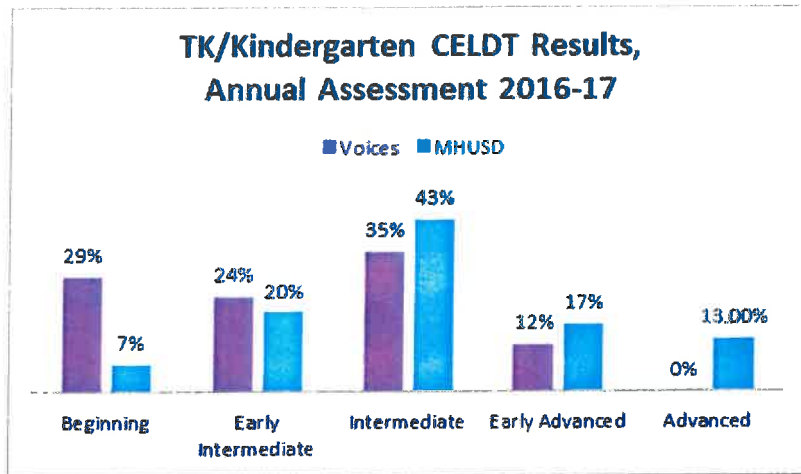
The majority of Voices students scored 1 Standard Deviation or more below the national mean on the Phelps Kindergarten Readiness Scale ("PKRS"). PKRS is a widely used, nationally standardized tool that helps educators determine students' strengths, weaknesses and potential delays. PKRS measures three areas: verbal, auditory and perceptual processing.



Initial CELDT Levels

Voices has a higher percentage of TK and K students scoring in the first three levels of English proficiency than MHUSD does, as measured by CELDT. Fifty-three (53%) of students who took the annual assessment at Voices placed in beginning to early intermediate level. In comparison,

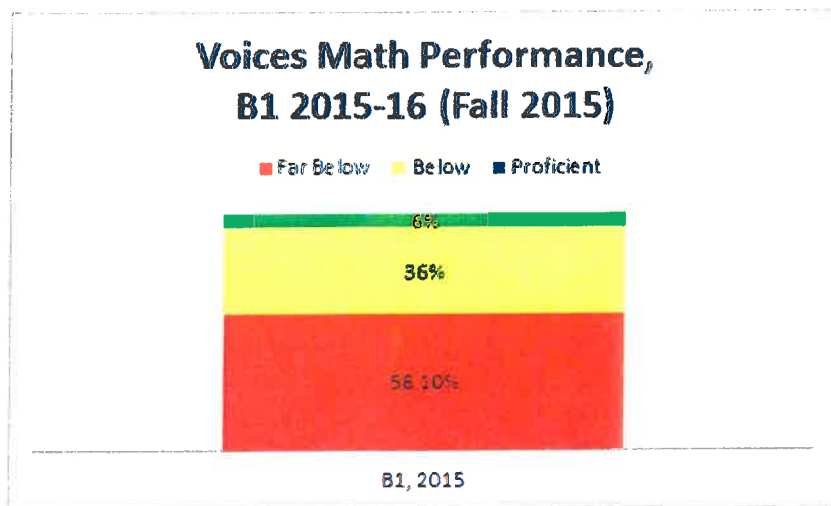
MHUSD annual assessment results showed that 73% of students scored intermediate or higher levels.



<http://celdt.cde.ca.gov/>

Initial Math Performance

Only 5.80% of students entering Voices in 2015-16 showed proficiency on the first interim math assessment at the start of the school year.



Non-Academic Indicators

Voices is also excelling on other measures indicative of an overall positive school culture for students, staff and parents. A focus on attendance, parent engagement and satisfaction have paid off as noted below when looking at students served, positive attendance rates, and parent surveys.

Student Demographics

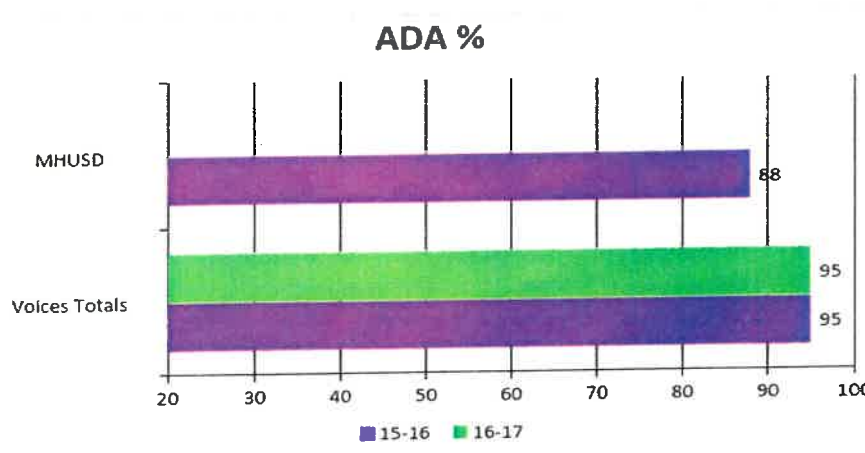
In keeping with our mission of serving historically underserved students and in fulfilling our promise to the Morgan Hill parents that brought us to serve in their community, Voices demographics are reflective of the families who demanded school choice.

2016-17	Voices	Morgan Hill Unified School District ("MHUSD" or the "District")
Economically Disadvantaged	70%	37%
English Learners	72%	15%

<http://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=4369583&aggllevel=district&year=2016-17>
<http://dq.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=4369583&aggllevel=District&year=2016-17>

Attendance

Voices attendance data has maintained a strong 95% average daily attendance ("ADA") level over time.



<http://www.ed-data.org/district/Santa-Clara/Morgan-Hill-Unified>

School Culture

Parent satisfaction results are extremely positive. In the 2016-17 SY, 93% of parents participated in the annual survey. Ninety-seven (97%) of those parents responded that the academic program is very effective, that the Charter School sets high academic standards, and meets the individual academic needs of their child. Ninety-five (95%) rated their teachers as very effective and a full 100% of parents surveyed were very satisfied with Voices' school environment, which includes safety, positivity and parents feeling welcome. Furthermore, Voices' commitment to its school-wide discipline plan, values, character development, parent involvement and high expectations have led to zero (0) expulsions and zero (0) suspensions in the last two years.

Parent Engagement

Though Voices does not require parents to fulfill volunteer hours, on any given day the presence of parents on campus or in advocacy is felt and seen at the Voices campus and in the community. In its two years of operation, Voices families have voluntarily dedicated hundreds of hours to the Charter School in countless ways. They have:

- Held school-wide events, festivals and fundraisers;
- Supported university field trips;
- Supported teacher appreciation weeks;
- Conducted campus beautification days;
- Tutored and supported students;
- Volunteered extensively for such cultural events such as Dia de los Muertos, Gingerbread House making and Cesar Chavez Day march; and
- Attended and participated in parent conferences, parent workshops and training, science nights, welcoming events for new families, and student award ceremonies.

Parents have also sought out and built relationships with community leaders and elected officials. Since opening in 2015, Voices parents have hosted tours and meetings with:

- MHUSD Trustees;
- Morgan Hill Planning Commissioners;
- Morgan Hill City Council Members and Mayor;
- Morgan Hill Chamber Executive Director;
- Santa Clara Valley Water District Trustee;
- Santa Clara County Board of Education Trustees;
- Santa Catalina Parish; and

- Many other community members from across Morgan Hill.

Aside from advocating for Voices, parents have participated with other community advocacy groups in outreach and advocacy to the immigrant community, including co-planning and hosting an immigration information session for the Morgan Hill community.

In addition to the above, Voices has developed partnerships with other organizations in Morgan Hill. Some examples include:

- Gavilan College in partnership with Advent Lutheran Church provided Adult English classes for parents. Adult English classes were held two times a week for two and a half hours each time. Fifteen families participated in English classes this past year and 6 mothers earned their GEDs at Gavilan!
- Voices and Advent Lutheran Church co-hosted a gratitude dinner for families during the month of November and an Arbor Day event.
- The Morgan Hill Public Library attended school festivals to sign up families for library cards and share about library resources.
- The Center for Love and Learning is an ongoing support to Voices families through classes and resources as well as connecting Voices to families that may otherwise not know Voices is an option for them.
- Voices is a member of the Morgan Hill Chamber of Commerce so that we are able to connect to businesses and resources in the local community and participate in the many events and opportunities the chamber organizes each year.

Looking Ahead

While our achievements to date are promising and indicative of future success, there have been challenges that we have and will continue to address. Voices is executing a plan to accelerate the growth of those students scoring far below grade level. The majority of the students who make up the 39% of Voices below reading grade level are 2017-18 3rd graders. These students came to Voices with significant gaps at the start of 1st grade and need additional intervention services to make up levels. Voices is strengthening interventions for students as well as focusing on professional development and coaching support for teachers.

Additionally, along with the rest of the nation and state, we have experienced the impact of the teacher shortage, “In 2015–16, California had over 4,000 teachers on PIPs and STSPs, nearly five times as many as in 2012–13.”² To address this challenge, Voices has worked diligently to

² <https://learningpolicyinstitute.org/product/addressing-californias-growing-teacher-shortage-2017-update-report>

establish a partnership with Santa Clara University so that we may directly benefit from their brand-new bilingual teacher education program, the Bilingual Masters of Arts + Teaching Credential Program (“BMATTC”). The pathway is for Multiple Subject and Single Subject candidates who plan to obtain their teaching credential with a Spanish Bilingual Authorization (see Appendix A). This unique program is committed to social justice and best practices for Hispanic/Latino students and English Learners. The university will be working with Voices to bring best practices from the field to inform the teacher education curriculum, and university teachers will be placed in Voices schools for student teaching and classroom observations. These teachers will graduate with a multiple subject credential with bilingual authorization and a Masters in Elementary Education. Voices expects that many of our new teachers will now have access to this local bilingual credentialing program.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

Use of Alternative Measures & Increases in Pupil Academic Achievement Pursuant to Education Code Section 52052(e)(4) and Education Code Section 47607(a)(3)

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

As indicated below with 2015-16 and 2016-17 growth data, the Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing alternative measures that show increases in pupil academic achievement for all groups of pupils, schoolwide and among significant groups, as allowed by Education Code Section 52052(e)(4)(C).

Additionally, Education Code Section 47607(a)(3) requires the authorizer to consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as numerically significant pupil subgroups) as the most important factor in determining whether to grant a charter renewal.

Performance Report

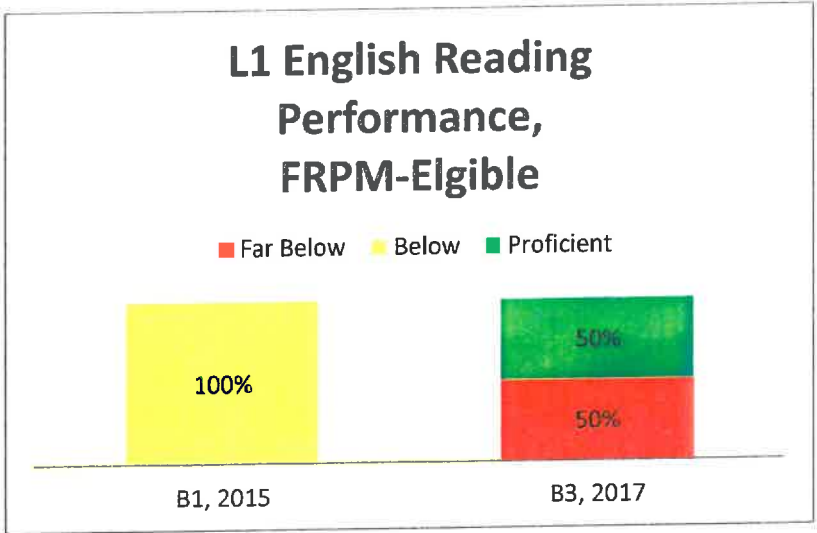
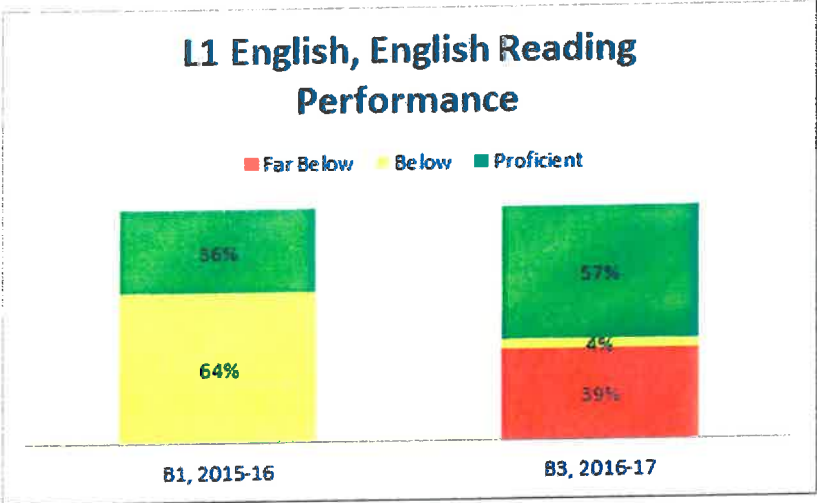
Growth

The following charts indicate how much students at Voices have grown over time and that **Voices has met the use of Alternative Measures & Increases in Pupil Academic Achievement Pursuant to Education Code Section 52052(e)(4) and Education Code Section 47607(a)(3) by demonstrating increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.**

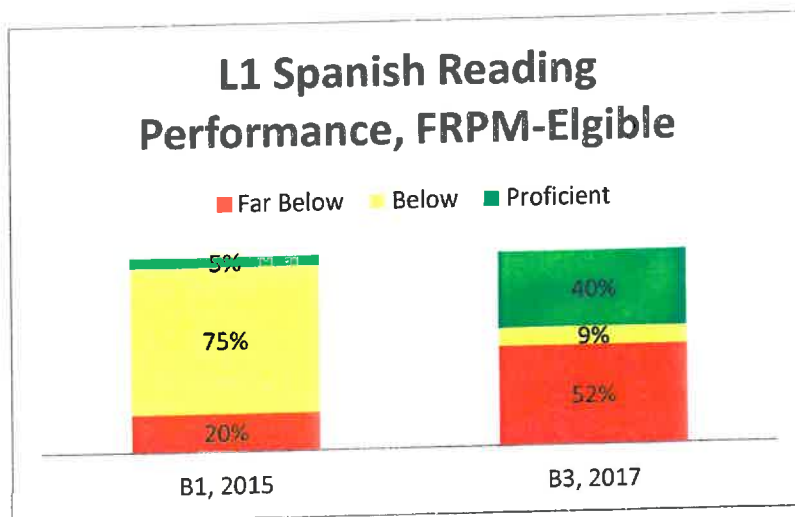
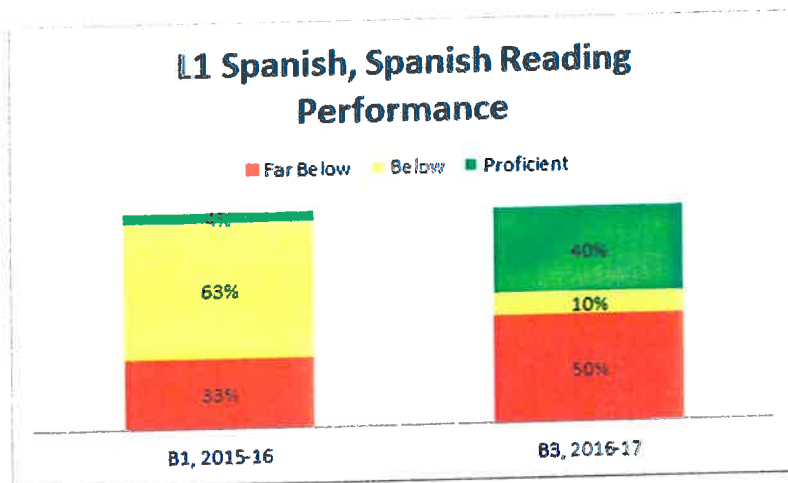
Reading Growth³ (as measured by Fountas & Pinnell Benchmark Assessment®)

Since Voices opened, Voices has increased the percentage of TK-2 native-English speakers achieving at grade level in English reading from 36% to 57%, and from 0% to 50% for FRPM-eligible students.

³ Red represents that the student is far below grade level in reading. The student may be 3 or more reading levels behind the grade-level goal. Yellow means that the student is below grade level in reading. The student may be 1-2 reading levels behind their goal. Green represents that the student has met or surpassed the grade level goal for reading.

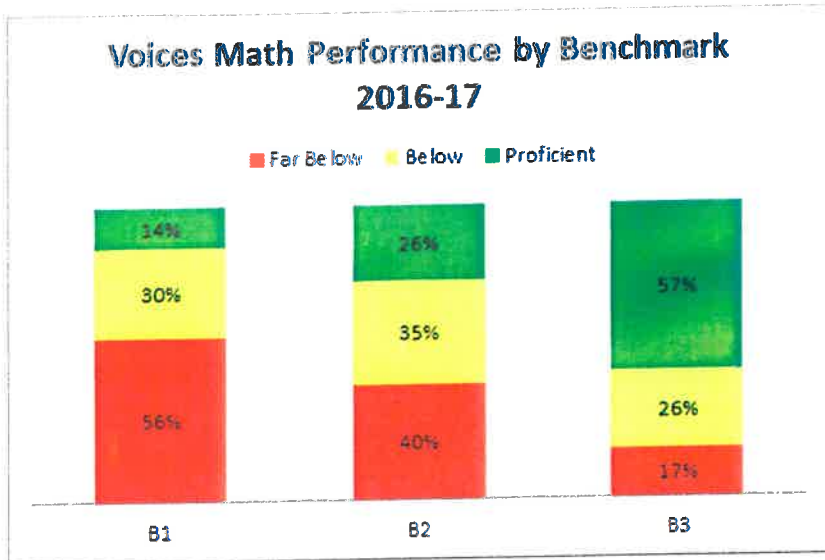


Voices native-Spanish speakers' (ELs) reading scores grew from 4% proficient in 2015-16 to 40% proficient in 2016-17 and from 5% to 40% for FRPM-eligible students.

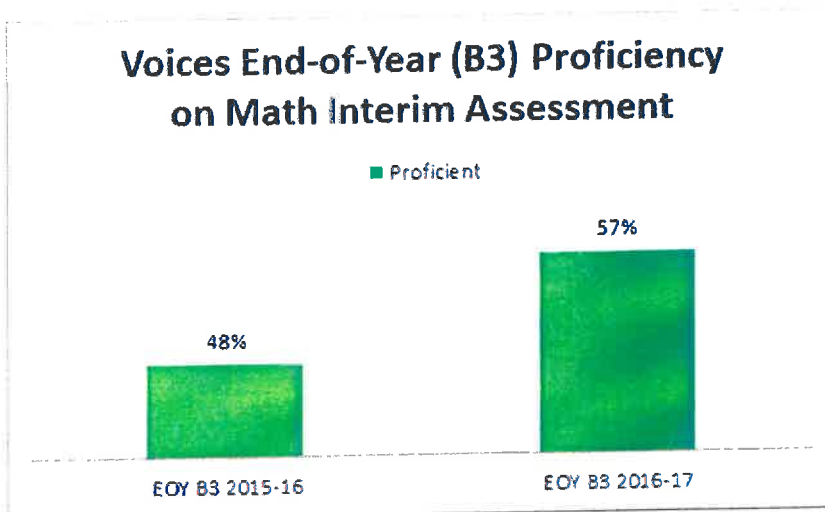


Math Growth (as measured by interim assessments)

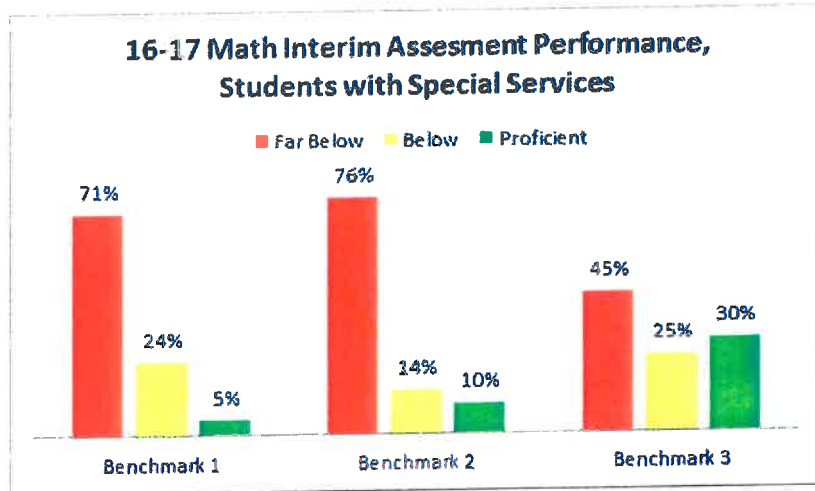
Voices increased the percentage of students scoring 80% or higher on every benchmark. In 2016-17, Voices students moved from 14% proficient on the first interim assessment to 57% proficient on the final interim assessment.



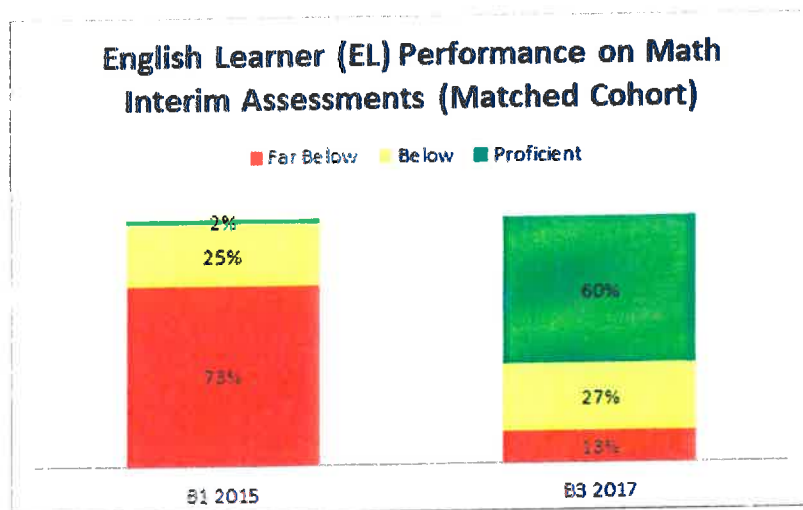
End-of-year performance also increased the past two years, with 48% of students scoring proficient in Benchmark 3 in 2016 compared to 57% proficient in Benchmark 3 in 2017.



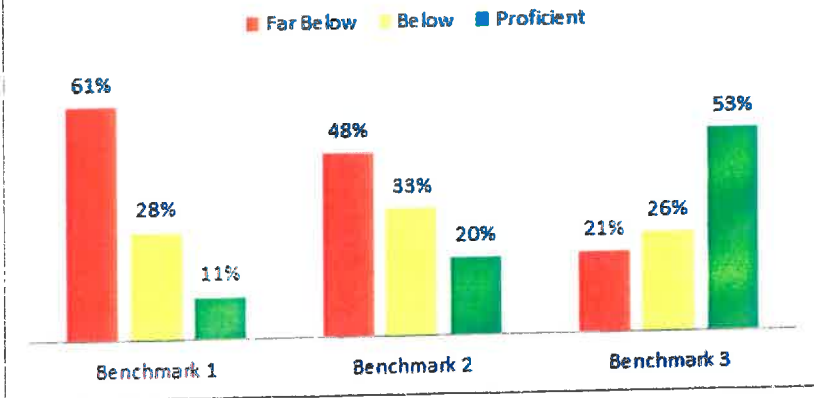
Students who received special education services (students with exceptional needs) showed growth on the interim math assessments as well. This subgroup grew from 5% proficient at benchmark 1 to 29% proficient on the final benchmark math test. Furthermore, Voices was able to decrease the number of students with special needs who scored far below basic. The percentage of students receiving special education services who scored far below basic on the math interim assessment went from 71% to 43% from Benchmark 1 to Benchmark 3.



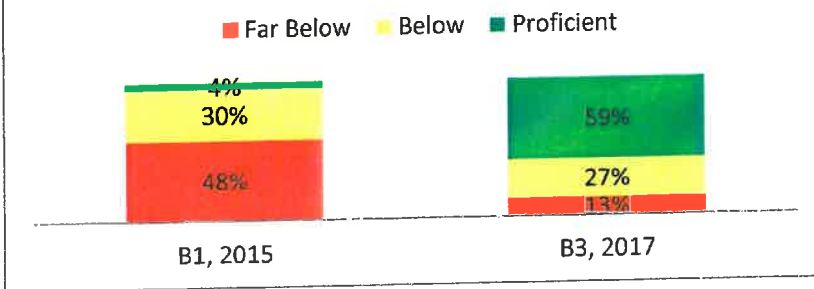
Voices English Learners and FRPM-eligible students also demonstrated growth on math interim assessments.



16-17 Math Interim Assessment Performance English Learners (ELs)

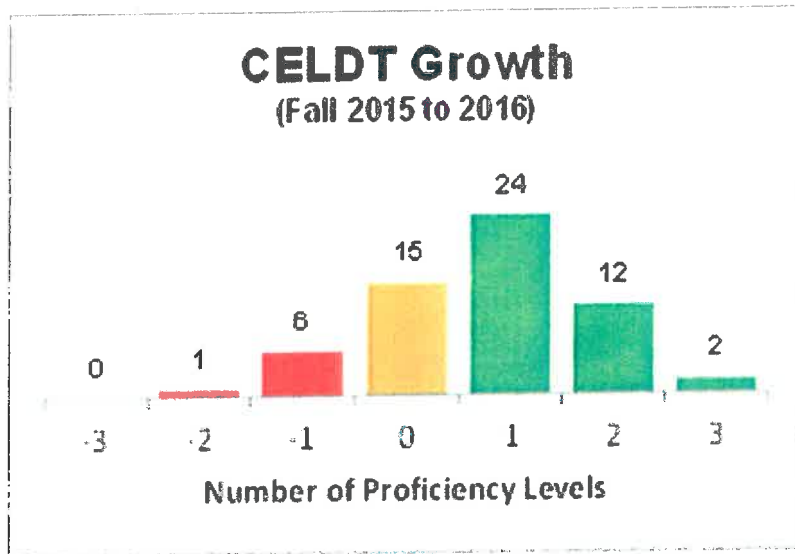


Math Interim Assessment Performance, FRPM-Eligible

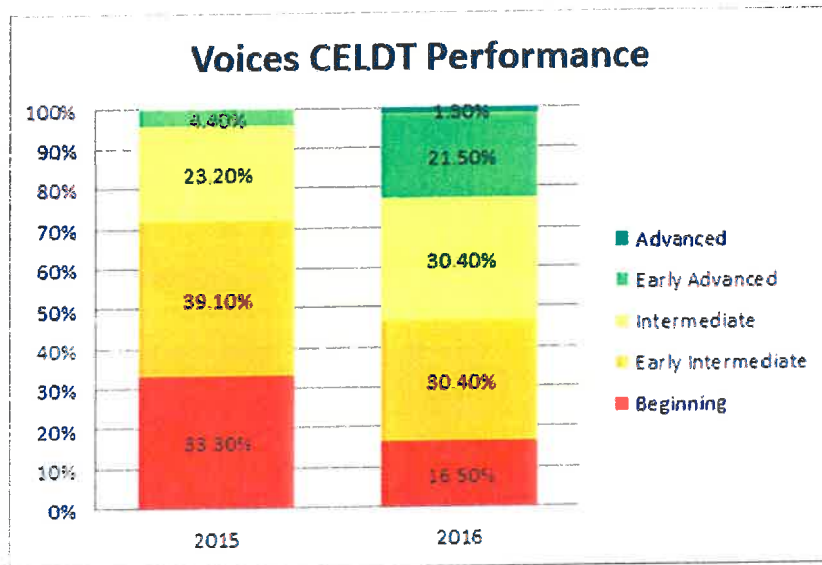


CELDT Growth

School-wide, 63% of students grew at least one CELDT level between 2015 and 2016.

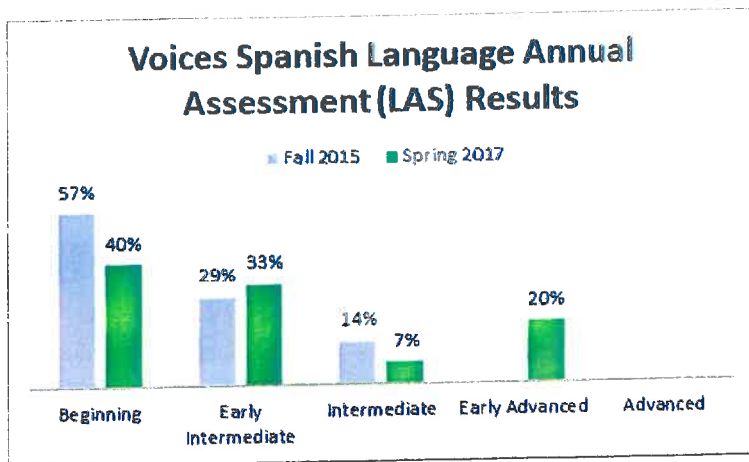


The chart below shows that despite starting with a kindergarten class consisting of mostly beginning and early intermediate students (68%), Voices decreased the percentage of students scoring at beginning and early intermediate levels from 72.4% to 45.6%, while increasing the students scoring at early advanced and advanced from 2015 to 2016.



LAS Growth

In two years, Spanish Language Learners at Voices have been moving towards more proficient levels of Spanish. Voices has lower percentages of students in the Beginning level in Spring 2017 than Fall 2015. Voices has more students in Early Advanced level in Spring 2017 than Fall 2015.



Public Schools That Charter School Pupils Would Otherwise Attend

Although Voices does not yet have CAASPP data, we have included 2016-17 ELA and Math CAASPP proficiency data for all schools that our students would otherwise attend.

Morgan Hill	ELA	Math
Jackson Academy of Music and Math	57%	48%
Barrett Elementary School	42%	26%
Paradise Valley/Machado Elementary School	66%	64%
El Toro Elementary School	38%	39%
San Martin/Gwinn Elementary School	32%	27%
P. A. Walsh Elementary School	28%	19%
Nordstrom Elementary School	76%	67%
Gilroy		

Antonio Del Buono Elementary School	35%	30%
Glen View Elementary School	30%	30%
Eliot Elementary School	34%	32%
Luigi Aprea Elementary School	60%	56%
Rucker Elementary School	41%	38%
Las Animas Elementary School	50%	38%
San Jose		
Baldwin (Julia) Elementary School	37%	38%
Cedar Grove Elementary School	50%	38%
Robert F. Kennedy Elementary School	46%	36%
Lyndale Elementary School	39%	23%
Franklin Elementary School	54%	48%
Horace Mann Elementary School	33%	16%
Allen at Steinbeck School	38%	26%
O. B. Whaley Elementary School	36%	30%
Hollister		
Ladd Lane Elementary School	45%	29%

<http://dq.cde.ca.gov/dataquest/>

Element 1: Educational Philosophy and Program

Governing Law: The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i)

The annual goals for the charter school, for all pupils and for each subgroup of pupils identified pursuant to Section 52052. To be achieved in the state prorate, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve these goals. Education Code Section 47605(b)(5)(A)(ii)

Mission

Voices College-Bound Language Academy at Morgan Hill will prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision

All students graduating from Voices College-Bound Language Academy at Morgan Hill will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo.

With the guidance of teachers who are dedicated to being active participants in a professional learning community driven by student learning and parents who work in partnership with the Charter School, students will have a lifelong intrinsic desire to learn and a sense of social responsibility to make their communities better for those that come after them.

Ultimately Voices College-Bound Language Academy at Morgan Hill will be a place where:

1. All adults believe **all** students can learn and achieve at high academic levels.
2. All students are achieving at levels superior to state standards.

3. All students are bilingual, bi-literate and bicultural.
4. All students are strong communicators.
5. All students realize their power to construct a new reality for themselves and their communities.
6. All teachers provide differentiated instruction that is standards based and founded on best practices.
7. All teachers' collaboration, planning, and instruction is driven by analysis of student achievement data.

Values and Culture

Voices College-Bound Language Academy at Morgan Hill will exemplify a new culture of teaching and learning. All stakeholders will see themselves as both teachers and learners. For example, teachers will have daily dedicated time for professional development and will share best practices and lessons learned with the professional community. Students will be focused on learning and achievement. Parents will develop their skills and knowledge and learn how to best support their children on their academic journey to college. Parents will be warmly welcomed to share their expertise and experiences to enrich our school.

The Voices culture will be driven by our values and mission. Our culture, academic programs and even conduct system will all support the qualities necessary for personal and professional success. Such qualities include:

- **Personal Responsibility:** Teachers, parents and students will be held up to the highest expectations of personal responsibility. The saying "No Excuses" will influence our practices. Although times may be trying and outside influences seem overwhelming, we will look within ourselves to take responsibility for our actions. For instance, teachers will not make excuses for low student achievement, students will not make excuses for lack of effort, and parents will not make excuses for truancy. Only then can we move forward and make positive change. Likewise, all stakeholders will understand that they have a personal responsibility to help others and to share their expertise and talents with others.
- **Absolute Determination:** We each will look within ourselves to overcome obstacles. Taking into account that many Voices students and families may face adversity, they will discover that through perseverance these challenges can be overcome. Students will understand that nothing is beyond their reach. They all have potential.
- **Community:** No one at Voices is ever alone. Together, parents, teachers and students will accomplish great feats. The notion that despite our differences and diversity, we are

all moving towards the same vision of high student achievement will unite us. For instance, to achieve the Charter School’s mission, teachers will work collaboratively; parents and teachers will work as partners; and students will support each other.

Whom the Charter School is Attempting to Educate: Target Student Population

Voices has created a small learning community that currently serves 199 students in grades Transitional Kindergarten (“TK”) through third, with an average class size of 28. At full enrollment, Voices will serve approximately 505 students in grades TK -8 with full build out in SY 2023-24. This growth plan allows the Charter School to create a cohesive culture and coherent curriculum and instructional program.

Voices Projected Enrollment by Grade

Grade Level	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
TK/K	70	66	66	66	66	56	56
1	56	56	56	56	56	56	56
2	45	56	56	56	56	56	56
3	28	45	57	56	56	56	56
4		28	45	57	56	56	56
5			28	45	57	56	56
6				28	45	56	56
7					28	56	56
8						28	56
Totals	199	251	308	364	420	476	504

As a charter school, Voices College-Bound Language Academy at Morgan Hill is charged with educating the students of California and not just students from one school district or county. Voices College-Bound Language Academy at Morgan Hill is committed to providing educational opportunities and choice to those students who have traditionally been underserved (e.g. students of color, students from disadvantaged socio-economic backgrounds, recent immigrants, and English learners), with particular efforts made to recruit within the MHUSD and students who are not succeeding in traditional public schools.

The table below describes our student population in terms of ethnicity/race over our last charter term, demonstrating our commitment to serving students of color:

Voices Academy Race/Ethnicity 2015-2017

Race/Ethnicity	2015-16	2016-17
Hispanic or Latino	90.5%	94.2%
Asian	2.4%	.7%
White	6.0%	4.3%
Two or More, Not Hispanic	1.2%	.7%

<http://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=43104390131748&agglevel=school&year=2016-17>

Moreover, we recruit native Spanish, English, and bilingual students. Our target population is both socioeconomically and ethnically diverse. As a non-selective public school, Voices College-Bound Language Academy at Morgan Hill is tuition-free and admits any student regardless of ethnic, socioeconomic, or religious background, or any other protected class.

The tables below describe our student population in terms of free or reduced price meal (“FRPM”) eligibility, and primary language:

Voices Academy Free or Reduced Price Meal Eligibility 2015-2017

FRPM	2015-16	2016-17
Qualified	76%	62%

Voices Academy Primary Language 2015-2017

Primary Language	2015-16	2016-17
Spanish	79%	72%
English	21%	28%

Voices serves all families that submit an application for their children in corresponding grades up to our enrollment capacity. A public random drawing will be held should the number of applications received exceed the number of available spaces.

What It Means To Be an Educated Person in the 21st Century

The skills needed in tomorrow’s society are different from those traditionally afforded to

children of color in underserved school communities, and the level of competency required is higher than ever before. An educated person in the 21st Century is a bilingual, technologically competent, lifelong learner, has a global perspective, and is enthusiastic about acquiring new knowledge and applying it to novel situations. She/he is self-motivated and able to make informed life decisions based on awareness and understanding of all of life's possibilities. She/he is an active citizen in the community who is open-minded and values multiple perspectives and diversity.

Having a global perspective means learning more than one language and learning about other people in our world, while thinking with a critical mind. According to AB 815, (2011):

- The study of world languages in elementary and secondary schools should be encouraged because it contributes to a pupil's cognitive development and to our national economy and security.
- Proficiency in multiple languages is critical in enabling California to participate effectively in a global political, social, and economic context, and in expanding trade with other countries.
- The demand for employees to be fluent in more than one language are clear: access to an expanded market, allowing business owners to better serve their customers' needs, and the sparking of new marketing ideas that better target a particular audience and open a channel of communication with customers.
- The benefits to employers in having staff fluent in more than one language are increasing both in California and throughout the world.
- It is the intent of the Legislature to promote linguistic proficiency and cultural literacy in one or more languages in addition to English and to provide recognition of the attainment of those needed and important skills.

Additionally, our vision of what it means to be an educated person in the 21st century and our entire program of study is strongly supported and aligned by the "thinking" and academic skills outlined in the Common Core State Standards ("CCSS"), the California Next Generation Science Standards, and the National History Standards⁴ (See Appendix B for Description of Academic Rigor at Voices). It is the goal of the Charter School to enable students to become self-motivated, competent, lifelong learners.

⁴ <http://nchs.ucla.edu/Standards/>

How Learning Best Occurs

In order to be prepared to be successful and compete in the future, our students must acquire different habits of mind, centered on critical thinking and problem solving, and meet more rigorous academic expectations. We will prepare our students for this new world and economy by providing educational opportunities based on the following research –based pedagogical principles:

- ❖ *State Standards-Based:* To adequately prepare students for academic success as measured by state indicators, our students will be fully immersed in the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), and applicable state content standards (Ainsworth, 2003)
- ❖ *Multilingual:* Research demonstrates that virtually all children, are capable of acquiring multiple languages and benefit from bilingual instruction. (Ovando & Collier, 1998; Cummins, 1986; Lindholm-Leary, 2001; Snow, 1990)
- ❖ *Cognitive:* The most powerful learning comes from developing sophisticated understanding of concepts and higher order thinking associated with various fields of inquiry. (Bruner, 1966 & 1996; Wiggins &McTighe, 2005)
- ❖ *Developmental:* Schooling matches its activities to the developmental level of children and then accelerates learning. Teachers must “hook” students when necessary content does not naturally pique student interest. (Bruner, 1966 & 1996; Piaget 1969; Wiggins &McTighe, 2005)
- ❖ *Rigor:* Students learn best when faced with genuine challenges to think about new interpretations and possibilities, to see patterns and interpret them. (Doll, 1993; Bruner, 1966; Cole & Vygotsky, 1978; Wiggins & McTighe, 2005)
- ❖ *Critical Thinking:* Children should be taught how to think and be offered questions to think about. Through authentic dialogue students develop an awareness of reality and bias which then helps them examine new possibilities. (Burbules, 1993; Cortes, 1986; Freire, 1996; Olsen & Astington, 2010; Shor, 1992; Wiggins & McTigh, 2005)
- ❖ *Reflective:* Ample opportunities for learners to look back, to reflect, and to debrief about both what they know and don’t yet know must be provided. (Dewey, 2004; Doll, 1993; Freire,1996)

- ❖ *Authentic:* Real, rich, complex ideas and materials are at the heart of the curriculum because active, hands-on, minds-on, concrete experiences are the most powerful form of learning. Children learn best when they encounter whole, real ideas, events, and materials in purposeful context and not by only studying sub-parts isolated from actual use. Content is made relevant by making connections to life outside the classroom (Doll, 1993; Gardner, 1991; Piaget, 1969; Wiggins & McTighe, 2005)
- ❖ *Collaborative:* Cooperative learning activities tap the social power of learning especially for children learning a second language. Learning is socially constructed; students working together collaboratively in a variety of different groupings maximizes learning for all students regardless of their achievement levels (Cummins, 1986; Lindholm-Leary, 2001; Slavin, 1983; Vygotsky, 1978, 1990)
- ❖ *Recursive:* Ideas, concepts and themes are not just taught once and forgotten. They are revisited throughout a child's education, building understandings into more sophisticated levels each time. (Bruner, 1966; Dewey, 1971; Doll, 1993; Piaget, 1969; Whitehead, 1967; Wiggins and McTighe, 2005)
- ❖ *Transformational:* Children do not just receive knowledge; they create it within the cognitive systems they encounter; fostering new ways to see and do things. (Doll, 1993; Freire, 1996, Bruner, 1966; Shor, 1992)
- ❖ *Development of Character:* The classroom and school are model communities where students learn the skills and practices they need to live as productive citizens of the greater community. Students learn to take full responsibility for their own learning. (Komarnick, 2004; Kohn, 1993)
- ❖ *Culturally Responsive Practices:* The academic achievement of these students [diverse, racial, ethnic, cultural, linguistic, and social-class groups] will increase if schools and teachers reflect and draw on their cultural and language strengths. (Gay, 2000; Delpit 1995, Nieto, 2010).
- ❖ *Parent and community involvement:* Students are successful when they are supported by caring adults and when school and home work as partners to set high expectations for student behavior and achievement (Brandt, 1989; Delgado-Gaitan, 1990)

Curriculum and Instructional Design

Powerful, applicable and relevant learning for all students is Voices goal. A “minds-on” curriculum, acceleration, ongoing assessments and meaningful parent engagement are the means. Voices chosen instructional approaches will enable the Charter School's students to achieve the objectives specified in the charter and master the academic content standards in core curriculum areas as adopted by the State Board of Education and meet the social/emotional needs of our student body through:

- Using Research-Proven Instructional Models
- Sharing Best Practices for Student Success
- Focusing on Core Content and Standards-Based Curriculum
- Providing Academic and Support Services for Struggling Students
- Having a Results Matter Philosophy
- Building a Professional Learning Community (“PLC”)
- Enabling Character Education and remaining College-Bound Focus

As a result of these approaches, our students will not only meet program goals and assessment targets, but also become literate, self-motivated, ambitious, life-long learners. School leaders and administrators together will research and choose curriculums, programs and supplements that meet the needs of students ensuring that they align with the Charter School's philosophies, academic approaches, program, and mission. Across all grades, Voices balances more progressive teaching strategies, linked to student engagement and motivation, with more traditional strategies, required for success in higher education.

Research-Based Instructional Models and Pedagogy

All of Voices instructional models and instructional techniques have been chosen because they are research-based and have been proven to be best practices for English learners (“EL”) and students of color. Teachers successfully address students’ needs and preferred modes of learning, while students have an opportunity to access rigorous content and use expressive and receptive skills in a highly academic manner. The instructional models and techniques include:

Dual Immersion Program

Foremost, Voices meets the needs of our English Learners by implementing Dual Language Program. The Dual Language program also allows students to maintain that high level of achievement and to reach even higher levels through the end of K-12 schooling. Research findings also demonstrate that a quality dual language program must include all of the following instructional components to reach these results:

- A socio-culturally supportive school environment
- An incorporation of multiculturalism into instruction and materials, including student's values and ways of learning. Students work collaboratively and learn together.
- An additive bilingual environment
- Ensure that all students maintain their home language while acquiring a second.
- Support of all learners to reach high academic achievement while nurturing and supporting them. Every adult is committed to the belief that all children can learn at high levels.
- A celebration of diversity in all its forms

The highly regarded longitudinal research of Wayne Thomas and Virginia Collier states (See Appendix C for more research):

- One-way and two-way developmental bilingual education programs (or dual language, bilingual immersion) are the only programs we have found to date that assist [EL] students to fully reach the 50th percentile in both L1 (primary language) and L2 (language being learned) in all subjects and to maintain that level of high achievement, or reach even higher levels through the end of schooling. The fewest dropouts come from these programs.
- Dual immersion programs were the only program models that closed the achievement gap even when taking into account high student mobility, English language acquisition, ethnicity and parent education levels and SES.
- Bilingually schooled students outperform comparable monolingually schooled students in academic achievement in all subjects, after 4-7 years of dual language schooling.
- Native-English speakers in two-way bilingual immersion programs maintained their English, added a second language to their knowledge base, and achieved well above the 50th percentile in all subject areas on norm-referenced tests in English. These bilingually schooled students equaled or outperformed their comparison groups being schooled monolingually, on all measures.

In addition, more recently, the California Department of Education commissioned and published a report outlining the significant progress in the field of English Learner Education⁵. The intent of this report was to gather the most prominent researchers in the field of English Language

⁵ Improving Education for English Learners: Research-Based Approaches, California Department of Education (2010)

learning to offer a comprehensive review and analysis of the strongest research evident currently available to inform instructional practices for English learners. The report cites the following benefits of a dual language education:

- **Globalization:** Educational programs that afford students opportunities to acquire English and other languages and to become familiar with other cultures are better suited to offering graduates a premium in the global village.
- **Neurocognitive Advantages:** A bilingual advantage has been demonstrated consistently by individuals competent in completing tasks or solving problems when competing information is available.
- **The Home Language Advantage:** English learners with advanced levels of competence in certain aspects of the home language demonstrate superior achievement in English Literacy compared with English learners who lack or have lower levels of competence in these home language abilities.
- **Schooling and Cultural Competence:** Dual language programs provide students with communication skills and cultural awareness that facilitate intergroup contact and appreciation.

Systematic ELD

English Learners receive daily structured English Language Development (“ELD”) for 60 minutes per day, which is 50% more than required by the state. Teachers make connections with content and make “input comprehensible.” We use the Systematic ELD Framework and curriculum to develop English proficiency and to address the four domains (reading, writing, listening and speaking) of language development.

Systematic ELD instruction is part of a comprehensive program for English Learners. The purpose of dedicated ELD instruction is to develop a solid foundation in the English language and to increase students' ability to communicate for a range of purposes. Effective ELD instruction supports achievement in other content areas by teaching students the language skills to successfully engage in content (academic) learning. It helps equip students with the language needed to express the sophistication of their thinking.

Systematic ELD is taught daily, during time specifically dedicated to teaching English. It follows a developmental scope and sequence of language skills that includes substantive practice to ensure that students develop fluency and accuracy. For this part of the instructional day, students are taught at their assessed level of English proficiency to ensure they develop a solid English

language foundation and are continually challenged to stretch their ability to flexibly use language as recommended by the California Department of Education⁶.

Systematic English Language instruction:

- Explicitly teaches language by assessed proficiency level
- Emphasizes oral language development (listening and speaking) through carefully structured, purposeful and engaging interactions
- Emphasizes application of language skills through reading and writing
- Lays out a scope and sequence of grammatical forms and sentence structures needed to communicate for a range of purposes (functions)
- Teaches vocabulary for social and academic purposes moving from general to increasingly precise words
- Provides ample oral and written practice for application of newly taught language in authentic contexts
- Does not replace literacy or other content instruction, but rather equips English Learners with the language they:
 - Are not likely to learn outside of school,
 - Will not be taught in any other content area, and
 - Are expected to use every day for academic and real life purposes.

Students that are English proficient receive English Language Arts Instruction (ELA) during the time that their peers are receiving Systematic ELD instruction. ELs also receive ELA instruction with their peers in the self-contained classroom before the afternoon switch and extensions in their ELD class. Furthermore, as a dual immersion school, teachers also utilize this model to provide Spanish Language Development for our Spanish learners (SLs) during the morning literacy block.

In addition, designated ELD teachers are trained via the Systematic ELD Institute by E.L. Achieve. This 5-day institute brings all Systematic ELD teachers from the Voices Academies network together with a trained presenter. Topics covered include understanding the vision for Systematic ELD, New Proficiency Level Descriptors, learning the lesson sequence for the Systematic ELD curriculum, learning how to modify objectives and lesson plans, multiple levels of assessment, metalinguistic awareness, sharing best practices, and understanding the differences between designated and integrated ELD. Designated ELD is provided during the one-

⁶ Improving Education for English Learners: Research-Based Approaches, California Department of Education (2010)

hour block at the end of the day, where students are grouped in classes based on their English proficiency level. Integrated ELD is done throughout the day using language learner and SIOP strategies in content lessons (See Appendix D)

Balanced Literacy

Voices implements balanced literacy program of instruction and assessment organized around the Common Core State Standards. It is the aim of the Voices program to comply with the stated goal of the California Department of Education that all children will be literate readers and writers by third grade. These children will also demonstrate a love of reading and writing for pleasure, proficient use of reading and writing for academic learning, and proficient reading, writing and speaking in two languages, English and Spanish, by eighth grade.

The elements of balanced literacy are not fixed and separate, and activity in the classroom moves smoothly around them. Each element requires a different level of support from the teacher and respects the level of control or independence of the children. For example, the teacher is in full control of reading aloud although the children are actually listening, commenting, and joining in on familiar parts. In independent reading, the child is in full control of the process, with little or no teacher support. The same applies to the different contexts for writing.

Literacy instruction is characterized by teaching students to use reading and writing processes through:

Balanced Literacy	We do this by creating an environment where children see themselves as readers and writers, thinkers, listeners and talkers. We are trying to instill in them a great love of learning. The balanced literacy framework provides the structure to make this all happen.
Reading aloud	Reading aloud is the foundation of the early literacy framework. By being immersed in a variety of well-chosen texts children not only learn to love stories and reading but they also learn about written language.
Word Study (Sight words, Phonemic awareness, Phonics, Vocabulary)	Word study refers to deliberately investigation words. It occurs in settings where the teacher directs children's

	<p>categorization and understanding of how words work through routines, direct instruction and word sorts. Teachers provide whole group, small group and center instruction throughout the literacy period. Teachers avoid giving rules, work towards automaticity and flexibility and constantly return to meaningful texts and prompt students to use new knowledge in reading and writing settings.</p>
Shared reading	<p>Designed to be used with the whole class or a small group, this activity provides many opportunities for incidental learning about the way written language works. The context created by shared reading is totally supportive of young readers as they begin to attend to the details of print while still focusing on meaning and enjoyment. In shared reading, emerging readers get a chance to behave like readers and learn the process.</p>
Guided reading	<p>Guided Reading places the child in a more formal instructional situation. It is the foundations of the literacy curriculum. The teacher works with a small group who has similar reading processes. The teacher selects and introduces new books and supports children reading the whole text to themselves, making teaching points during and after the reading. It gives the child the opportunity to problem-solve while reading for meaning.</p>
Independent reading	<p>Children read on their own or with partners from a wide range of materials. Reading and re-reading a familiar text has been shown to support young children's learning to read. The reader independently solves</p>

	problems while reading for meaning.
Reader's Workshop (K-3) and Literature Circles (4-8th)	Reader's workshop and literature circles build on an effective reading process and allows students to use strategies in an effective way. Through conversations, students extend meaning of texts and make connections. The meaning students construct as they listen to one another's interpretations is greater than any of them could construct alone.
Shared and Interactive writing	Interactive or shared writing provides authentic setting within which the teacher can explicitly demonstrate how written language works. First, the teacher and students work together to discover a reason for writing. Once the purpose is established, the teacher helps students gain control over the conventions of print that writers need in order to be able to communicate their messages in written language.
Writer's workshop	Guided writing or writer's workshop is another way for teachers to help children learn to write, but in this case the children are constructing their individual pieces of writing with teachers (and eventually) peer guidance, assistance, and feedback. The teacher may have individual conferences with children or call them together first for a mini lesson on an aspect of writing from topic selection to composition to punctuation to letter formation.

Children read from a variety of reading materials that include leveled and/or decodable books, anthologies, original works, reference books/materials and digital material. Reading instruction will emphasize expository text. Teachers use teaching strategies that make grade level content accessible to all students, regardless of reading level (universal access). Through professional

development and coaching, teachers modify and acquire new instructional strategies to ensure the most effective instruction for these children.

The writing curriculum emphasizes narrative and expository writing in early elementary, before moving on to emphasizing expository and argumentative writing in upper elementary. By the time Voices includes middle school grades, students will be exposed and experienced in all three types of writing. Students will have further opportunities to practice their expository writing skills in subject classes such as history and science. Studies have shown that a common element among 90/90/90 schools is the emphasis of expository writing across content areas. These are schools that were identified because they are at least 90% combined minority; at least 90% free or reduced price lunch qualified students, and at least 90% successful on standardized assessments. See Appendix E for summary of 90/90/90 schools research.

Balanced Mathematics

A balanced approach to math will include opportunities for students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills as well as to communicate precisely about their mathematical understanding. Mathematical understanding and reasoning will always be prioritized before introducing algorithms or steps for solving a problem.

The Voices balanced math program includes:

Mini-Lesson	Standards –based lessons focusing on developing a concept, procedural skill or reasoning skill. These lessons help students express their mathematical understandings. Inclusive of Voices best practices, including <ul style="list-style-type: none"> ✓ One clear content and language objective ✓ Think-aloud/modeling ✓ Language learning strategies ✓ Rigorous tasks ✓ Collaborative work ✓ Exit slips
Independent Work or Centers	Students get the practice time they need to master a skill. Whether it is centers work or independent work, tasks are rigorous and tied to a previously-taught objective. Independent work is based on approved math curriculum or blended learning programs. Students receive the

	support of an associate teacher at this time.
Small Groups/Intervention	Teachers differentiate by pulling small groups to fill in gaps or provide corrective instruction. The equitable practice allows those who need most support to receive it. Small group and intervention plans are based on data collected during the lesson or through weekly quizzes.
Math Stories	Students engage in productive struggle with the skilled facilitation of the teacher. Allowing students the opportunity to grapple with a challenging story problem that can introduce them to a concept and help them develop their critical thinking skills through an authentic application. Inclusive of key mathematical teaching practices such as: <ul style="list-style-type: none"> ✓ Collaboration ✓ Student-driven ✓ Use of models ✓ Key Questions ✓ Show Call ✓ Construct & Justify
Fluency Development	Students build fluency, flexibility and accuracy with math facts and number sense.

Understanding by Design (UbD)

Knowing or being able to do something does not guarantee that we understand it. We truly learn and retain more when we can reflect upon, internalize, and apply (transfer) the content we are being taught. Understanding is the ability to transfer learning to new, different and unique experiences. UbD allows us to avoid the “inch deep, mile wide curriculum.” UbD is a framework for project based learning. The primary goal of UbD is student understanding, the ability to make meaning of Big Ideas and transfer their learning. Network curriculum writers and all teachers receive training on Understanding by Design so that they can modify and implement these courses of study. Teachers guide students to these understands and set a purpose for learning by using Essential Questions⁷ such as:

⁷ Deborah Meier; Central Park East Secondary School in New York

- From whose viewpoint are we seeing or reading or hearing this? From what angle or perspective?
- How do we know when we know? What's the evidence, and how reliable is it?
- How are things, events or people connected to each other? What is the cause and what is the effect? How do we fit together?
- What's new and what's old? Have we run across this idea before?
- So what? Why does it matter? What does it all mean?

Science and social studies units and projects based on CCCS, the Next Generation Science Standards, the National History Standards and the California History content standards using the UbD® Framework. Students learn content in depth and have an opportunity to demonstrate understanding through performances of understanding. Additionally, students apply other content knowledge and skills (e.g., math, language arts, art, speaking, performing) to make their projects truly integrated. These performances of understanding are shared with parents and the wider community through exhibition projects and assessed through teacher created school wide rubrics that will measure understanding, presentation, and skill proficiency (see Appendix D for sample rubric). Every unit has technology components that assist students in learning and in expressing their understandings. See Appendix D for Sample UbD Unit.

Sheltered Instructional Observation Protocol

The SIOP Model (Echevaria, Vogt & Short) was developed to provide teachers with a well-articulated, practical model of sheltered/specially designed academic instruction in English (“SDAIE”) instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching. However, as a dual immersion school we also utilize this model to provide sheltered instruction for Spanish Learners (“SLs”).

The SIOP Model is based on current knowledge and research-based practices for promoting learning with all students, especially language learners. Critical features of high quality instruction for language learners are embedded within the SIOP Model.

Its effectiveness was validated by a research study conducted through Guarino, et al (2001), who determined that it was a highly reliable and valid measure of sheltered instruction.

This learning environment values the student, provides authentic opportunities for the use of academic language, and maintains the highest standards and expectations for all students. In addition, it fosters voice and identity. Moreover, professional development time is dedicated each year to the understanding of language acquisition strategies, research inquiry, data analysis, and lesson planning and execution in regards to the needs of second language learners. All

teachers at Voices receive professional development on how to support language learners in the classroom. Training begins during summer professional development, with a session on Systematic ELD and SIOP strategies. Throughout the year, teachers add to their strategies for English Learners through coach-facilitated data meetings, professional development sessions that have ELs front-and-center and weekly coaching.

Socratic Seminars (middle school)

Socratic seminars are a collaborative intellectual dialogue facilitated with open-ended questions about text. Socratic Seminars are a way for students to formulate a deeper understanding and engage in critical conversations about literature. By giving students the opportunity to engage in open-ended discussions, Socratic Seminars provide students with opportunities to clarify the meaning and formulate their own ideas about texts. During the Seminar, students construct meaning by actively listening, participating, analyzing, and interpreting texts. Students are encouraged to share different points-of-view, ask questions, and answer questions presented by their class peers. It is important to clarify that during a Socratic Seminar the teacher does not lead the discussion; instead, he or she takes the role of a facilitator, refocusing the conversations if needed. Discussions are never about right or wrong answers, nor are they a debate. It is a time for students to exchange ideas, think aloud and share their thinking in a meaningful and thoughtful manner.

Additionally, Socratic Seminars foster the idea of respect by encouraging students to listen to other's perspectives and accepting various points-of-view. Students are instructed to follow discussion norms that everyone understands and has agreed to follow. By being part of a Seminar, students have to demonstrate a level of maturity that will be expected of them in high school and in college. Being able to participate in high-level discussions is a skill they will carry for the rest of their academic career.

Shared Best Practices for Student Success

Voices will offer site-based instruction and offer a minimum of at least 175 days of instruction per year (Title 5, CCR Section 11960). Please see Appendix F for a sample school calendar. We will also employ a staffing model that provides extra support and reduces the adult to student ratio, especially in the early grades.

Basic Staffing Models

Staff	TK/Kindergarten	1 st -4 th Grade	5 th -8 th Grade
Base Staff (per classroom)	One teacher One Full Time Associate Teacher	One teacher One Part Time Associate Teacher	One teacher One School Assistant (shared between all classes)
Support Staff (as required per Individualized Education Program (“IEP”))	Educational Specialist Special Education Associate Teacher		

Extended Learning Time

It is our belief that the vast majority of low academic achievement from students is due to a lack of exposure to high quality instruction and challenges, not due to ability. Therefore, we provide more instructional minutes than are required by the State (Education Code Section 47612.5(a)(1)) each school year by instituting a regular school day that runs from 8:00am to 4:00pm for all grades. See Appendix F for Instructional Minutes calculation, which shows that Voices exceeds state mandated minimum minutes for grades spans TK-K, grades 1 to 3, and grades 4 to 8.

Time on Task

We believe that students who are behind need “more, faster rather than less, slower.” Students are expected to be engaged 100% of the time in all lessons and work.

Daily schedules are strategically and coherently allocate the time and resources necessary to meet goals. Teachers prioritize and align instructional time with goals. They adjust, add, or eliminate what is needed. Aligning instructional time based on the needs of our students keeps teachers from allotting time based on personal preferences, ideologies or even curricula. We ensure time is used in the most effective way and schedule check-ins during data meetings and whole-school interim data analysis (Results Oriented Cycle of Inquiry- “ROCI”) to ensure acceleration toward goals.

Differentiated Instruction

Differentiated instruction is matching instruction to meet the different needs of learners (high and low) in a given classroom. We have found that the range of instructional need within one classroom is wide. In order to accommodate these instructional needs, teachers plan for small group and 1-1 instruction as well as ample learning center time. Differentiated instruction is

implemented during the regular school day, in all instructional blocks, throughout all content. Differentiated instruction is made possible because of the use of mini-lessons and direct instruction, which frees up time for differentiation while students are in the You-do phase. Also facilitating differentiation are our paraprofessionals (Associate Teachers). These highly qualified individuals also work with small groups and 1-1 as well as supervise whole group learning while the teacher works with the students needing the most attention.

Cooperative Learning

Cooperative learning is a teaching/learning technique where students interact with each other to acquire and practice subject matter and to meet learning goals. Teachers provide deliberate opportunities for students learning language (both ELs and SLs) to interact linguistically with native speaking peers for optimal language development. It is a formal way of structuring activities in a learning environment and is achieved by moving from rote learning to learning how to think critically. A main goal is cooperation versus competition or individualism. Cooperative learning has also been shown to be an excellent instructional strategy for students of color (field dependency).

Direct Instruction

Direct Instruction has been proven to be especially successful with socioeconomically disadvantaged, English Learners and academically struggling students because it is explicit, organized, and predictable. Direct Instruction assists students through a specific design that focuses on getting initial learning into short term memory. When the design is followed, the student will be able to master new learning. Active practice assures transfer of new learning into long term memory. Direct instruction is characterized by five phases at Voices:

1. Orientation
2. Presentation (I do)
3. Highly Structured Practice (we do)
4. Guided Practice (we do)
5. Independent Practice (you do)

Voices' direct instruction model includes multiple opportunities for students-teacher and student-student interaction, discourse, and critical thinking during its I Do and We Do. Teachers receive extensive professional development on direct instruction throughout the year to ensure that all minds are on and contributing during the lesson.

Prove It!

Students are expected to justify their answers and opinions by citing evidence. Teacher asks student to explain their answers whether they are correct or not when answering orally and in

writing on assessments, assignments and essays. As students progress they are taught how to hold each other accountable by posing similar questions to classmates during any classroom discussions, literature circles and Socratic seminars.

Focus on Core Content and Standards-Based Curriculum

Intellectual Preparation

Curriculum maps and units are developed by Course Leads and rely on core curriculum such as Eureka Math. The unit includes multiples layers of information, from unit overviews, standards, assessments, calendar of objectives and daily lessons.

Guided by course leads or curriculum specialists, the unit unpacking protocol is one step towards demystifying math content for teachers so that they can become math experts in the classroom. Engaging in this content knowledge and discussion will support teachers when they do math stories IPP, math lesson IPP and individual planning. Teachers do this form of intellectual preparation once per month.

The purpose for unit unpacking include:

- Develop a deeper understanding of the unit content, including standards, student goals and assessment.
- Identify the end goal for the unit -- where it is the lesson will take students and what evidence you want to see of successful learning.
- Better prepare for lessons and drive student achievement.
- Look ahead at considering differentiation strategies and making adjustments for your own class.

Math lessons are adopted from core curriculum such as Eureka math, supplemental curriculum such as Achievement First or Investigations, or are the original creations of course leads. The lessons include multiple aspects that need to be understood in depth before the lesson can be taught. These plans require thoughtful reading, discussion, teaching planning and practice before implementation. Math lesson intellectual preparation aims to:

- Develop a deeper understanding of math lesson content, including specific math strategies and approaches.
- Identify the end goal for the lesson - where it is teachers will take students and what evidence you want to see of successful learning.
- Anticipate and plan for student misunderstandings that might derail the objective.
- Build teacher skill in implementing one key piece of lesson.

Teachers do this intellectual preparation protocol at least five times a year.

Standards Deconstruction

Educators at Voices deconstruct their grade's standards with their grade level partners throughout the year during monthly preparation days, weekly intellectual preparation and data meetings. Teachers are often joined by a coach or principal who facilitates the deconstruction. In order for students to truly master each standard, they must be taught the sub-skills, knowledge and language that lead to proficiency. Teachers study key clusters, identify aspects of rigor, break down complicated standards and understand every aspect within that standard. In doing so, teachers identify what students should know and be able to do, create manageable and/or smaller objectives to teach and more efficiently plan instruction. Standards deconstruction leads to clearer lessons and a deeper learning.

Backwards Map

An integral part of the teacher-created curriculum at Voices is the Backwards Map. Course Leads, work with network curriculum specialists to break down or group standards and map them across the year before the school year begins. They create long-term plans, paying attention to the rigor, the expected length of each unit and how standards build upon each other. This Backwards Map allows teachers to adequately allocate instructional time for each standard and interim assessment. The Backwards Map also assists teachers in aligning school adopted curriculum or resources to the content standards. Teachers review their backwards map at various points in the year including during summer professional development and during monthly preparation sessions. A sample Backwards Map can be viewed in Appendix D.

Literacy

The literacy program at Voices will incorporate all of the recommendations originally published by The National Reading Panel (NRP)⁸ and more recently updated by the National Institute for Literacy (NIL), the National Institute of Child Health and Human Development, and the U.S. Department of Education⁹. The NRP and NIL summarizes what research has discovered is necessary to successfully teach children to read. It identified key skills and scientifically based instructional practices central to reading achievement. According to the NRP and NIL, the five areas of reading instruction are:

⁸ National Reading Panel (2000); Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction--Reports of the Subgroups.

⁹ Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001); Put Reading First: The Research Building Blocks for Teaching Children to Read (N/A). Washington, DC: U.S. Government Printing Office.

Phonemic Awareness: The understanding that sounds of spoken language work together to make words. Phonemic awareness instruction helps children learn to read and improves their reading comprehension because they must be able to read words rapidly and accurately. It also helps children learn to spell because they are able to relate the sounds to letters as they spell words.

Phonics: The relationship between the letters of written language and the individual sounds of spoken language. Systematic and explicit phonics instruction significantly improves word recognition and spelling, as well as improves reading comprehension.

Fluency: The ability to read a text accurately and quickly with expression and meaningful phrasing. Fluency provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.

Vocabulary: Knowledge of the words needed to communicate effectively (listening, speaking, reading, writing). Vocabulary is very important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Most vocabulary is learned indirectly and some must be taught directly.

Text comprehension: Text comprehension is important because it is the reason for reading. Students are taught reading strategies through direct and explicit methods. These include monitoring comprehension, using graphic organizers and semantic organizers, answering questions, generating questions, recognizing story structure and summarizing to access grade-level content through reading.

Literacy in Upper Grades

English Language-Arts in the upper grades will aim to create high-rigor environments where students are deeply analyzing, deconstructing, and evaluating texts while using writing as a tool of creation in which students express their knowledge, opinions, and criticisms. As students engage in this rigorous process of literacy and writing, Voices middle school will also make a deliberate approach to literacy and writing through the mentality of “literacy as power.” Lessons, texts, and discussions are often framed around the following guiding question: “How can reading and writing act as a form of power?” Classes will be theme-based with a strong emphasis on collaborative learning, supports for second language learners, and demanding evidence from students. Moreover, the ELA program frames its themes around developing multicultural understanding in the most critical sense. Students will not only explore the self and culture, but through a variety of specifically chosen texts and high-level discussions students will be

encouraged to also explore the power structures and forces that students deal with every day. In this way students will be able to make the connection between literacy, writing, and power; ultimately creating an empowering experience for all involved.

The Voices middle school reading program will be critical for the literacy of our students: the rigor and demands on independence increase, moving students along a continuum that prepares them to be high school and college-ready. By using rigorous, engaging, culturally relative, and meaningful texts in skill-based instruction, Voices teachers will make the Common Core State Standards accessible to all students, while simultaneously investing them in literary experiences that can transcend the classroom. Voices teachers will strive to organize courses with important factors in mind: a scaffolded staircase of complexity and meeting the needs of English Learners. Texts will progress over the course of the year with increasing complexity, both in terms of lexile and thematic understandings. Voices teachers will also include a language objective into each lesson, using realia and SIOP strategies to support ELs through rigorous texts (see Appendix D for sample SIOP lesson plan). We want to equip our students with the close reading skills necessary to deeply examine, comprehend, and analyze texts, while also building the critical thinking skills that will allow students to create bridges between texts they read and technology, popular culture, media, and their own culture. Voices teachers will use a balance of genres in literature to foster an intellectual curiosity that will enable students to better understand themselves and the world around them.

The vision that Voices middle school has for its writing program is one where students will become unique and engaging proficient writers. This will be done by creating a program that interweaves the Common Core English Language Arts reading, writing and language standards with the Writers Workshop Model. Our writing classes will provide students with an opportunity to create, plan and produce works that reflect the reading-based standards they are identifying and analyzing in the English Language Arts class. Our goal is to provide a rigorous curriculum that will have each student explore writing, innovate their craft, and internalize the writing process in a pragmatic manner. The long-term goal for Voices middle school students is that they will push themselves to be creative and critical writers throughout their lives. To achieve this, our writing program will present students with practical world issues that will engage their interest and inspire them to improve the variety of relevant writing projects they will work on. These writing projects will reflect the enthusiasm, professionalism, understanding and application that must be present in any rigorous writing process. Furthermore, we believe that all forms of media should be valued and therefore, our writing program will teach students the various ways a professional writer can present, publish, and defend his or her work to a broader community.

The structure of the writing program at Voices will have the teacher take on the role of a writing coach. The writing coach will model professionalism and effective peer editing collaboration. By introducing, modeling and showing enthusiasm for the tools, strategies and procedures that professional writers use to improve their craft, teachers will equip each student the essentials of good writing. Focused mini-lessons that employ effective teaching strategies, noting down observations made during check-ins and conferences, giving ample writing time to have students work at their own pace, and providing an equitable sharing space to reinforce a positive collaboration are the major components of the writers workshop which will ensure an engaging writing environment. The teacher will model and guide each student to become a peer editor whom seeks to give constructive suggestions instead of direct corrections. The end goal of the writing program is to instill in our students a true appreciation of writing that is reflected in the enthusiasm, professionalism, and critical lens they use when working on their writing. Our young writers will demand excellence from themselves as they seek to improve their voice, ideas, organization, word choice, sentence fluency, and conventions. Voices middle school students will leave with the understanding that when they improve their craft, they are giving themselves more opportunities to communicate their unique voice in an engaging and evocative way through the power of the written word.

Math

The mathematics program at Voices is one of assessment and instruction organized around the Common Core State Standards. The goals of this program are to have students apply their ever-increasing mathematical knowledge and skills to novel context and increasingly sophisticated mathematical problems. Students then use these skills to further their understanding of other related curricular areas, such as science and social science.

The ongoing assessment procedures monitor each child's level of mathematical understanding and skills (computation, problem solving, and application). The teachers use internally created formative assessments, school-wide interim and state assessments. Math instruction is characterized by teaching the children to:

- understand and apply knowledge of numbers
- solve problems
- use skills
- apply math to real-world situations.

Voices uses school adopted and locally-created curricula aligned with its instructional approaches and CCCS mathematics standards and supplements with lessons as needed from a

variety of other “balanced math” sources to create a rich and deep, standards-based math TK-8 curriculum as can be seen in Appendix G.

Math in Upper Grades (Grades 6 to 8)

Math in the upper-grades will be approached as a tool and perspective with which students can use to understand, analyze, and deconstruct the world around them. In addition to embracing and implementing the Common Core State Standards for Mathematical Practice, Voices will utilize many of its own practices to create a high rigor, concept-focused mathematics environment.

Students and teachers at Voice will approach every topic with a “concept-first” mentality. Teachers will be encouraged to set high expectations for students to understand the concept behind the topic, not simply teaching students how to answer certain types of problems. Students are encouraged to see the importance of perseverance and persistence in mathematics as it is usually through the struggle when true learning occurs. Furthermore, in addition to a “concept-first” approach, teachers and students will spend significant and deliberate time focusing on the processes in mathematics and truly understanding the “why” behind every action. Students will be expected to explain the reasoning behind every mathematical action in writing, orally, and/or algebraically.

Voices also takes a unique approach to mathematics in that the connection between language and mathematics is frequently emphasized. All math teachers will utilize SIOP and other language learner strategies in every lesson and every math lesson contains a language objective. Voices math teachers will be expected to be knowledgeable of student language development and make language not only a focus but also a priority during math lessons. Students should be learning language skills simultaneously as they are grappling with new math skills.

Lastly, Voices strives to empower students to see math as a powerful tool to understand and analyze the world around them. Teachers will often engage with the CCSS Mathematical Practice of modeling as they not only use math to connect to the real-world, but make explicit connections between math and social justice. Upper grades math teachers at Voices will not stop at connecting math to the appealing or the relevant, but they extend this notion by using math to “go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse.” (Shor, *Empowering Education*, 129) Math is more than equations and word problems. Math requires deep, critical thinking and can be used to better understand the intricacies of the world around us.

Science and Social Studies

Besides being incorporated into the core curriculum through an emphasis on expository reading and writing, science and social studies will be presented to the students in integrated, thematic units of instruction. Voices increases the complexity and depth of these units by using the curriculum design process Understanding by Design® for both science and social studies. This framework allows teachers to design curriculum, assessment, and instruction focused on developing deepening understandings of important ideas. Students then demonstrate the sophistication of their understanding through explanation, interpretation, application, perspective, empathy and self-knowledge in exhibition projects, otherwise known as performances of understanding.

Science and Social Studies in Upper Grades (Grades 6 to 8)

The Voices approach to Science and Social Studies is one that fosters a critical mindset in an effort to promote higher order thinking and global awareness. Each unit revolves around a big idea, allowing students to connect specific content to overarching stories and themes. The big idea acts as a focused reference point throughout the unit for which students can refer to. Teachers will ensure that big ideas not only invoke curiosity and understanding in the content area, but they also allow students to more closely analyze current social and global issues.

Throughout the thematic units, teachers will systematically introduce new material so that students are constantly engaging with the Voices middle school 5 Power Mindsets:

- Explain (Explica) – Students will be able to express and summarize understanding of a topic.
- Analyze (Analiza) – Students will be able to make connections and formulate opinions with regards to a topic or theme.
- Evaluate (Evalua) – Students will be able to make assertions about validity, relevance, and/or quality of a work, idea, or topic.
- Justify (Justifica) – Students will be able to defend assertions by providing textual evidence, life experience, or statistical data.
- Create (Diseña) – Students will be able to demonstrate understanding through presentations, skits, essays, engineer design, or any other rigorous performance task.

This process aims to deepen student knowledge about historical and scientific thinking by providing these scaffolded yet rigorous steps towards a critical understanding of a topic. These mindsets are utilized across all content areas with the hope that students can internalize and apply it throughout their academic career.

The five power mindsets aim to develop students who not only think critically, but have also acquired the type of higher order thinking needed to succeed in their future academic and professional career. Teachers will encourage students to engage in the material through different lenses in an effort to promote student thinkers who can engage in a variety of topics. This approach is evident in assessments as teachers have deviated from the traditional multiple choice and fact-recall assessments. Science and Social Studies assessments are deliberately designed to allow opportunities for students to demonstrate higher order thinking.

In specifically the Sciences, Voices will utilize the Process of Engineer Design as students participate in experiments and projects. Students will be encouraged to learn about key scientific concepts through experimentation, design, re-design, and creating. For example, to culminate and demonstrate understanding of thermal energy students were challenged to create a device that minimizes thermal energy transfer. Projects such as these allow students the opportunity to use their newly acquired knowledge to design, create, and test a product of their own creation. Instruction is also inquiry based as learning revolves around a central question or central experiment.

Voices Social Studies classes are designed to prepare students to think like a historian. Historians always approach a topic with curiosity, challenge ideas based on evidence collected, and knowledge gained after exploring multiple sources. Voices students are encouraged to question literature and formulate their own ideas of history after having explored different perspectives. Students will study topics by looking at primary, secondary, and many other sources relevant to the topic of study. By using the 5 Power Mindsets, students analyze texts and ideas in detail with the purpose of reaching a high level of understanding. Teachers have designed units that deviate away from the traditional ways of teaching (teacher lectures and students listen) and have created lessons which promote student interaction and have a predominantly hands on approach. Students will be constantly involved in rigorous group activities, which strengthen the idea of cooperative learning, and enforce the importance of teamwork in academic settings. Additionally, students will show their understanding through assessments that address all learning modalities. These assessments can range, but are not limited to, group projects to open ended response questions that test students' knowledge of the content and their analytical skills.

Technology

The Common Core State Standards have introduced a new level of rigor for students. Although the CCSS requires students to be fluent in technology, it is not a skill that is apart from the standards. The technology we wish our students to master is an embedded part of our standards that asks students to use technology as a means to showcase what they have mastered within

their learning. Some of the technology enhanced goals we wish our students to master while attending Voices are to demonstrate proficiency in use the use of computers and applications, responsible use of technology, the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

There are significant ways that technology assists Voices to sustain its vision for student achievement and deliver on its mission’s promise. Community members at Voices are drawn by the Charter School’s college-bound culture and by the prospect of language-- having their children growing up knowing two languages rather than one. We understand that by graduating fully bilingual, biliterate, and bicultural, their students will have advantages and pathways to opportunity when navigating the world in their futures.

However, as the world becomes increasingly connected by technology, there needs to be a “third language” that is integral to the fabric of our school: the language of technology. There is huge potential at the intersection of technology and this community’s commitment to language, and we will capitalize on this. Students at Voices will not only demonstrate fluency in Spanish and English, but also fluency in technological skill, in order to possess the knowledge, skills, and confidence needed to successfully navigate their educational journeys. Voices will provide that “third language” instruction by devoting time and energy to considering the purpose, value, and function of technology within the context of our school. To many, especially in the community we intend to serve, technology is a foreign language. We create meaningful opportunities for our students to engage with technology in a way that’s going to allow them to find their own voices while pushing their critical thinking.

Goals and Objectives of Technology Integration

- Communication - use technology to expand students’ options for expressing their work and their thinking
 - Writing
 - Presentation skills
- Inquiry
- Engagement
- Differentiation
- Critical thinking & Problem Solving
- Creativity

Basic Technology Integration Classroom Model

	Elementary (TK-5)	Middle school (6-8)
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Model	<ul style="list-style-type: none"> • Technology centers, during both literacy and math rotations • Use of laptops during Enrichment 1x/week 	<ul style="list-style-type: none"> • Each period will be partially whole-class instruction, partially differentiated groups (some students with teacher and others on laptops)
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Enrichment

Students rotate through cycles of enrichment activities (during mid-day block) on a weekly basis throughout the year based on their grade level. These non-core courses are directed by Associate Teachers or expert consultants and may include such activities as keyboarding, Art in Action, Capoeira, choice play, socio-emotional learning activities etc. Throughout the year, many of these activities are coordinated between the principal, instructor and classroom teacher to integrate into UbD units and classroom themes. The principal provides training at the launch of enrichment and observation, coaching and support during enrichment.

Results Matter

Student Assessment and Mastery

Across the curriculum, teachers will employ both authentic and more traditional assessments of what students know and can do to ensure that students are prepared for the rigors of higher education.

Voices utilizes fall, winter and spring cumulative interim assessments based on standards (ELA, math, reading- English and Spanish, writing- English and Spanish, Science, as well as diagnostics in K-2). After each assessment, teachers analyze the data and complete an Assessment Analysis and Instructional Plan to map out further instruction and re-teach strategies. This analysis focuses on the reasons behind wrong answers- that is, concept, vocabulary, or skill. Each assessment is followed by a corrective instruction period during which teachers have the opportunity to target whole group, small group or individual classroom instruction for any standards students have not mastered. Students needing additional support are referred for school interventions. All data is stored and desegregated by the administration which further measures year-to-year gains and losses.

Results Oriented Cycle of Inquiry

As teachers, we need to learn about what works for our students rather than rely on our prior knowledge of what works for other students. Our goal is to tailor effective instruction for our students based on the facts. Teachers meet to plan, teach, assess and then analyze and reflect. Three times a year, all teachers meet to assess and analyze data in relation to goals and

benchmarks in a forum facilitated by the principal and instructional coach. Teachers also take this time to do cross-grade level articulations, share success and failures, fine tune best practices through professional development and make curricular decisions through as shared decision making process. This three day process is then followed by planning sessions and the cycle continues.

Professional Learning Community

Essential Components

The founders of Voices saw a need to create a Professional Learning Community in which teachers could create a truly collaborative environment. The PLC affords teachers the opportunity to work with like-minded individuals with an undying commitment to professionalism, collaboration and constant learning. Voices is a school based on best practices, innovative initiative and the search for excellence. The School strives to make teaching public by inviting the community and other educators and teachers to observe and learn from us. Likewise, we seek out best practices from the educational community.

Teachers at Voices are drawn by the opportunity to work with like-minded individuals with an undying commitment to professionalism, collaboration and constant learning. Teachers actively and enthusiastically participate in a Professional Learning Community. According to Dufour (2005)¹⁰, “teachers in a professional learning community engage in continuous inquiry about teaching. They are researchers, students of teaching, who observe others teach, have others observe them, talk about teaching, and help other teachers. In short, they are professionals.” A professional learning community is characterized by:

- Shared Mission, Vision, Values and Goals
- Collective Inquiry
- Collaborative Teams
- Action-Research Orientation
- Continuous Improvement
- Results Orientation

The PLC is supported by our professional development model, opportunities for daily teacher collaboration/planning, and coaching by the principal who serves as the schools instructional leader.

Micro and Macro Grade Level Planning

¹⁰ Richard DuFour, Robert E. Eaker, Rebecca Burnette DuFour; On Common Ground: The Power of Professional Learning Communities; National Educational Service, 2005

New Teacher Training

New Voices teachers spend two and a half weeks immersed in professional development facilitated by the principal, coach, and experienced teachers. This time is allocated to introduce teachers to our shared practices, expectations, and culture. New teachers read research, learn how to implement strategies, and are familiarized with school curriculum and resources. Teachers then get multiple opportunities to practice these strategies with each other and with summer school students, all while an experienced coach or principal is providing real-time coaching. (See Appendix H for sample New Teacher Training Schedule).

Summer Professional Development (“PD”) and Retreat

In addition to regular school year professional development, all teachers also engage in a two week summer retreat/in-service. This time is dedicated to understanding and fostering school culture, explicitly stating high expectations for all, curriculum mapping, scope and sequence development, unit development, standards deconstruction and to kick off network and school priorities. Grade level teams and the faculty as a whole will bond and develop into strong units which support each other through the year. Please see Appendix H for sample Summer PD Schedule.

Grade level Team Collaboration

During the initial years of existence, Voices teachers will meet more frequently for professional development with the principal across grade levels. As the school grows and teachers are better able to deconstruct standards, intellectually prepare for lessons and analyze data teachers will be given more time to work with their grade level teams to talk about data and look at the results of the learned practices.

As the school matures and teachers acquire a greater need for grade level planning, more and more time will be dedicated to data meetings. The Data Meeting Reflection Sheet allows team members to maintain a clear focus on that day’s objective. The data sheet is a trustworthy companion to the data meeting. These reflection sheets are turned in to the principal daily who analyzes them for patterns or difficulties that need to be addressed during professional development times or for teams needing extra support so that he/she or a coach can support more intensely.

Teachers also create common assessments within grade levels in order to analyze the results of specific teaching practices from classroom to classroom and drive conversations about how to improve across the grade level. Discussing the “How” in instruction is a common topic of conversation in data meetings. The data reflection document serves as a guide to allow teachers to question not only what does not work in the classroom, but deeply discuss what does work in

the classroom. The data meeting and reflection sheet encourages colleagues to ask themselves why they are, or are not getting results in their own classrooms. Teachers are always open to stepping outside of their comfort zone to make their practice more effective.

Mid-Day Block

Teachers at Voices have the unique opportunity to grow as professionals and to develop as leaders. Teachers are provided with one hour of professional development or team collaboration (data meetings or intellectual preparation) five times per week. Grade level meetings, intellectual prep time and professional development happens on a daily basis during this time. Mid-day block not only affords teachers with the time needed to learn and collaborate as professionals in a way that has been proven to directly correlate with high student achievement, but also provides time for student intervention and enrichment activities.

Mid-day block offers school leaders the chance to create and implement their professional development sessions. School leaders rely on student achievement data, classroom observations and network recommendations to create their benchmark professional development calendars. The instructional leadership team -- consisting of the principal, academic coach and typically a teacher-leader -- meet at the beginning of each benchmark period to draft a series of PD sessions for their staff. Then, after leading the benchmark assessment data analysis (ROCI), school leaders can modify the PD calendar based on teacher gaps, feedback or requests for PD. Network leaders provide Voices feedback on professional development calendars, agendas and sessions.

Character Education and College-Bound Focus

On My Way to College!

Students of color, in particular, need to focus on higher education at an early age. Nationally, only twenty percent of Latino adults have a postsecondary degree, compared to 36 percent of all U.S. adults. In California, only 16 percent of Latino adults over 25 have an associate or bachelor's degree, compared to 38 percent of all adults in that age group¹¹. Students of Voices need to have a realistic plan, be academically prepared to take on opportunities, and be prepared to overcome any obstacles that stand in their way. Voices will prepare students for higher education and high quality careers from the start of their elementary career. With the motto "Find your path and plan for the future!" Voices will make it known that it's never too early to plan for your future.

Voices has taken steps to expose its students and families to college at an early age. Multiple field trips are taken throughout the year to local college campuses, such as Stanford and Berkeley. Teachers also make connections to college in their curriculum. The campus culture promotes a college education as a matter of "when," not "if."

¹¹ <http://www.nbcnews.com/news/latino/latino-college-completion-rates-low-despite-enrollment-n80326>

Parent Engagement

Parents at Voices are provided with opportunities to learn how to best support the success of their children. We implement workshops internally and through external agencies. The Parent Liaison and the principal or designee deliver workshops of interest to the whole school community such as Bullying, CCCS, and Internet Safety, etc. Furthermore, each grade level team designs and facilitates at least two parent workshops over the year which focus on grade-specific content. Voices workshops are given in English and Spanish and child care is provided.

Another way that parents are encouraged to participate in their child's life is through Family Field trips. Each grade level plans at least one trip a year that happens on a weekend. Teachers choose locations, activities or events that most students in the community would not likely visit or be exposed to. Parents learn about opportunities in the community to enrich their child's life and learn along with their children. Teachers model how to interact with students with high level questions and discussions. Please see Process for Parent Involvement for more precise details regarding parental involvement.

Qualities for Success

Character development is meant to promote self-control and self-confidence. Through the development of character, students learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. To do this we incorporate a program to nurture and develop relationships among the school community. Students are also held accountable to respect our Five Personal Rights: I have the right to feel safe, I have the right to learn, I have the right to celebrate my accomplishments, I have the right to be heard, and I have the right to be myself.

In addition to fostering good citizenship, Voices promotes respect for diversity of all people. Students learn that while differences exist, all human beings ultimately have a right to respect and dignity. Students also learn that diversity and culture come in all shapes and sizes and include but are not limited to race, ethnicity, nationality, language, gender preference, sexual orientation, religion, and ability. Moreover, diversity and multiple perspectives are evident in both content and literature. Students learn how to judge information through a critical lens. That is, they learn how to ask themselves essential questions like, "Whose perspective is this?" "Is there is another point of view?" and "What do I believe about this?"

Advisory

Middle school tends to be a challenging period where students benefit from the guidance and support of an adult they connect with and trust. At Voices, advisory is not only about helping

students adjust to school, but also about creating and encouraging a sense of belonging while developing the six pillars of character (respect, responsibility, caring, citizenship, trustworthiness, and fairness), promoting academic success, developing leadership skills, and exploring life goals.

We use different resources to facilitate powerful discussions and meaningful activities, but also make it a personal affair by encouraging students to share their personal experiences, thoughts, and perspectives, all in a positive environment. Students are given the opportunity to celebrate each other's accomplishments, to reflect on their mistakes, to set personal goals, to work on their communication and organizational skills, to develop the skills necessary to form strong positive friendships, to grow as leaders, to develop a sense of self and community, to learn about conflict resolution, to laugh with one another, to play with one another, and to learn from one another.

Student of the Month, Character Counts! and Character Violation Tickets

Once per month teachers nominate one student from their class as Student of the Month. This student exemplifies and embodies the character trait or value being highlighted that particular month. The teacher writes up an accolade to the student which is read by the principal at Plaza and the student receives an "on my way to college" shirt that he or she can wear as part of his or her uniform. The student's picture and accolade are also posted on a wall of fame on the school site.

Every staff member at Voices can pass out Character Counts! and character violation tickets. The Character Counts! Ticket is given when a student is "caught being good" or for exemplifying one of the Voices values. This ticket can then be entered in a raffle for a small prize at Plaza (described below). Parents are encouraged to praise their child for remembering to be a good citizen. The Character violation ticket is given out if a student is found to have violated one of the values or character traits. Parents are encouraged to engage in a discussion about making better decisions if their child brings this home.

School-Wide Behavior System

The goal of the school-wide behavior system is to translate negative risk behaviors into positive action strategies thereby increasing a student's prospect of acquiring the fundamental social skills necessary for school success while avoiding disciplinary referrals. The aim is that strength, courage, health and knowledge will emerge for all students who are nurtured and supported. Therefore, students learn that there are logical consequences for poor decisions. The behavior system is grounded on the notions of personal responsibility and restitution. For instance, a child who has hurt another child may have to apologize, call and let his/her own parent know what he/she has done, aid in care for the child or otherwise spend time helping the other child. We

believe that parents and school must work together as a team and united front to insure success for students. For that reason, teachers and administrators will communicate school violations to parents. Student habitual violation of rights may result in a Student Success Team Conference with the teacher, parent child and administrator. At that time, a Student Behavior Success Contract will be developed and available support services will be shared and recommended to the parent. The focus will be on helping the student exercise self-control and experience success.

Plaza Comunitaria

Voices students and staff regularly gather for community-building and character development time we call Plaza Communitarian or Plaza. This is an opportunity for whole-school culture and climate building. Plaza typically includes character development via Voices Academy values and characteristics of great citizens (In lak'ech, activism, Si Se Puede, Scholarship, perseverance, conscientiousness), birthday celebrations, class college cheer competitions, Student of the Month acknowledgement, Good Character Ticket recognition, student performances, and music. Typically, Voices alternates the language of facilitation between English and Spanish week to week and parents are always welcome and invited to attend.

Plan for Students who are Academically Low Achieving

Students who are academically low achieving are defined as any student scoring below proficient on the California testing system or scoring less than 80% on interim or formative assessments or not meeting Big Goals (See Appendix D for Sample Big Goals). The ultimate goal at Voices is to focus on prevention, intervention and acceleration for all students. Because we believe that all children can learn at high levels, alternatives and support services within the educational environment will be provided for all students not meeting desired outcomes. We create an environment in the classroom that is risk-free and developmentally-oriented.

It is also our objective to close the achievement gap. In order to do this, student learning must be accelerated at every level. Furthermore, our approach is diagnostic in nature with appropriate targeted academic interventions offered primarily during the block schedule. Together, the Intervention Teacher and Educational Specialists form a team (that reports directly to the principal and communicates with parents) that coordinates services and schedules for ELs, low and high achieving students, students with Individualized Education Program ("IEP") and 504 Plans, SSTs, etc. Additionally, Voices provides a variety of student support services for students who are academically low achieving and augments and adds necessary services as the student needs dictate.

Response to Intervention ("RtI")

RtI is a process that provides intervention and educational support at increasing levels of intensity based on the students' individual needs. The goal is to prevent academic and behavioral problems and intervene early so that students can be successful. The RtI process has three tiers that build upon each other. Each tier provides more and more intensive levels of support. Tier I includes high quality instruction in the general education classroom including differentiation and use of diagnostics (see Multiple Measures section below). Tier II includes additional targeted, supplemental instruction/interventions and includes the Student Success Team ("SST") process. Tier III includes such supports as intensive interventions, IEP or 504 plans. The school develops and implements interventions to meet the individual needs of students.

Student Success Team

Any student requiring additional support and /or challenges (low achieving, behavior, high achieving) is referred for an SST by the teacher or requested by a parent. The teacher gathers evidence about the student and makes adaptations and modifications for the child in class. The teacher submits a SST referral to the coach, Student Services Manager ("SSM") or principal. After observations by the principal, SSM or coach and any required testing or document collection, the SST team, usually made up of the student's teachers, parents, and the principal, convenes for the first time. The team will brainstorm strategies for supporting the student both at home and at school and decides upon a date for the second SST team meeting, by which time all strategies or action items are to be implemented or completed. At subsequent SST team meeting, the team decides whether the student has made satisfactory or unsatisfactory progress towards previously established goals. If the progress is unsatisfactory, the SST team continues to meet regularly until the student does not need further support. This cycle continues as needed, with other interventions being tried as needed (reading intervention, math interventions, modifications, challenges, behavior contracts, etc.). If the progress is unsatisfactory and the team is concerned of a suspected disability, the parent shall be offered an assessment plan for evaluation for student eligibility under the IDEA. After testing, the student is determined to be eligible or ineligible for Special Education services. Eligible students receive IEP goals and appropriate services are provided. Ineligible students may continue in the SST process or assessed for 504 eligibility, if warranted.

Interventions

Skill specific classes are scheduled to meet the precise needs of the child. Classes range from phonemic awareness to guided reading to vocabulary development to comprehension to number sense. Students will be recommended by teachers based on academic performance. Upon referral, students are given an assessment, such as a running record, spelling inventory or phonemic awareness test to determine the specific skill deficit. These non-core, non-college

preparatory classes are taught by trained staff, according to Education Code 47605(1). Classes are limited to small groups of students running on four week cycles. At the end of the four weeks students are given a post test. Students that show proficiency levels based on pre and post-test are excused from the class. Classroom teachers meet with an instructional coach and any other pertinent experts to learn how to support and monitor the student. Students who have not yet reached a proficient level are placed in another appropriate class. Students will be seen at the least disruptive time of the day in consultation with the teacher and the parent.

Reading Intervention

Voices' reading intervention program is available to any student identified as needing extra support in reading (offered in both English and Spanish). Priority is given to students needing support in their native language with support given to students in their second language as space is available. Students are referred for intervention through the SST process as well as by teacher referral during the ROCI cycles at each benchmark. They are monitored on a weekly basis to determine whether they are ready to exit or change groups. Students are seen on a daily basis from between 20 and 30 minutes in a small group setting (1-6 students) at their instructional level and with other students who have the same objectives. The goal is to have students pass a minimum of one reading level every 4-6 weeks.

Voices uses the Fountas & Pinnell Leveled Literacy Intervention (“LLI”) Program for all English reading intervention and a similar format with guided reading books for Spanish reading intervention. Lessons are multi-faceted and include any or all of the following components based on student need: comprehension skills, fluency practice, word work, vocabulary development and writing. Each student has an individual goal sheet with prompts and objectives specific to their needs and the student, classroom teacher and parents each have a copy as well. The reading intervention specialist will work closely with the student's classroom teacher, parents and the education specialist (SPED students) to ensure goals and objectives are aligned across the student's day.

Math Intervention

The math intervention program at Voices has two parts; for TK, kindergarten and first grade students it is a small group environment focused on beginning number concepts and for second through eighth grade students it is a computer-based program such as Dreambox. Students are referred to math intervention in the same way as for reading intervention, through the SST process, as well as at each ROCI cycle. Students in primary math intervention typically receive 15-20 minutes of small group instruction daily. It is focused on hands-on activities using manipulatives. Students work primarily on basic number concepts such as counting, ordering and comparing numbers.

In second through eighth grade, students use the computer based program for a minimum of 15 minutes per day. This program is intuitive and adjusts automatically to students' needs. It covers a wide variety of mathematical concepts and provides tutorials, practice and assessment for each identified skill a student is working on. Students are monitored for progress on skills and standards mastery on a weekly basis by the Intervention Specialist and classroom teacher.

Summer School (skill specific)

Any student who has not met school determined benchmarks or scored at least proficient on state standardized test or requires Extended School Year per his or her IEP will be eligible for summer school. Based on diagnostic assessments, and teacher or SST recommendation, students are placed in skill specific classes. Summer school runs for at least four weeks and is optional for recommended students.

Re-teach (whole school)

Time is devoted after each interim assessment for re-teaching if needed. Teachers plan to re-teach not yet mastered standards to students in small groups or on an individual basis. Teachers plan alternative methods and strategies to deliver instruction to accommodate students that may need material presented in alternative manners.

Counseling

The Parent Liaison helps Voices families locate the services they need. The Liaison compiles a community referral resource in order to direct families that require services. She/he connects families to food banks, counseling, and other community resources. After locating the appropriate resources, the liaison makes follow-up phone calls to ensure the family is able to, and continues to, access that resource.

Furthermore, it is estimated that nationally, 75%-80% of children and youth are in need of mental health services but do not receive them because diagnoses are not made or they don't qualify for diagnosis (SPED).¹² Since emotional distress can interfere with academic success, Voices will identify students which are in need of life/social skill training or Cognitive-Behavioral Therapy primarily through the SST process and referrals from parents and teachers. Counseling services will be provided with parental consent on-site by appropriately licensed counselors.

¹² http://presencelearning.com/sped-ahead-webinars/jordan-wright/?utm_source=marketo&tum_medium=email&utm_campaign=spedahead18-followup&mkt_tok=3RkMMJWWfF9wsRoguqvOZKXonjHpfsX56O4pWK6g38431UFwdcjKpMjr1YAGS8R0aPyQAgobGp5I5FEATrXYUqV3t6EJWQ%3D%3D

Plan for Students who are Academically High Achieving

Voices is committed to the acceleration of learning for all students. Therefore, all students achieving above grade level as measured by multiple measures including: the California Assessment of Student Performance and Progress (“CAASPP”), interim assessments (above 90%), reading levels in English or Spanish (at least a grade level ahead), teacher and parent observations, etc.) and preferably determined through the SST process, will receive appropriate academic extensions within and outside the classroom. Parents are kept informed by the same methods for any other student (report cards, 1-1 communications, etc.) as well as participate through the SST process. The nature of the dual immersion program itself offers challenges to all students because they are learning a second, or in some cases, even a third language. Enrichment activities and exhibition projects will also provide opportunities for academic challenges. Several other ways that Voices challenges high achieving students is accomplished through:

- Differentiation
- Personalized blended learning opportunities
- Projected based-learning challenges
- Leadership challenges and opportunities

Moreover, the nature of the Voices program provides a built in challenge for students since learning a second language is an expectation for all.

Plan for English Learners

Voices meets all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements, and English Learner Advisory Committee (“ELAC”). The Charter School has implemented policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (enrollment forms).

CELDT Testing

All references in the charter petition to the CELDT will be understood by the Charter School and the Authorizer to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment¹³ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Reclassification Procedures

The Charter School has developed RFEP guidelines and procedures (which will be revised to reflect the New Proficiency Level Descriptors once ELPAC assessment and reports are implemented). Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Reclassification Monitoring

The principal or designee shall provide subsequent monitoring and support for reclassified students, including but not limited to monitoring for three years the performance of reclassified

¹³ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of reclassification, and ensuring correct classification and placement.

Assessment

Besides the annual CELDT and the assessments administered to all Voices students, ELs are all assessed in a variety of additional ways. ELD teachers use formative and summative assessments in class that not only include recently learned material, but that spiral what was previously learned. These assessments include assessment within the four language domains speaking, listening, reading and writing. Furthermore, all teachers use classroom observations and student work to assess mastery of content. And finally, ELs are assessed at benchmark periods using such assessments as California English Language Development (“CELD”) and A Developmental English proficiency Test (“ADEPT”) which collectively assess expressive and receptive language within the four domains. Individual and class progress is monitored and analyzed as described in the Results Matter section.

Parent Participation and Communication

All parents are active participants in the education of their child at Voices. However, parents of ELs are kept informed of their child’s progress and issues relating to ELs in a variety of additional manners. These include ELAC meetings, language development workshops, and SST meetings (when applicable), Parent Placement Notifications and RFEP procedure. Communications between parents and the school is further facilitated by the Parent Liaison.

Professional Development and Teacher Qualifications

In addition to possessing appropriate Commission on Teacher Credentialing certificates, teachers are trained to use appropriate differentiated instruction such as SIOP and Systematic ELD to help students reach English language proficiency. This may include in-house or external professional development, as well as observation of peers. Furthermore, they receive feedback from the principal, coach and colleagues on a regular basis based on lesson plans, observations and training videos throughout the year.

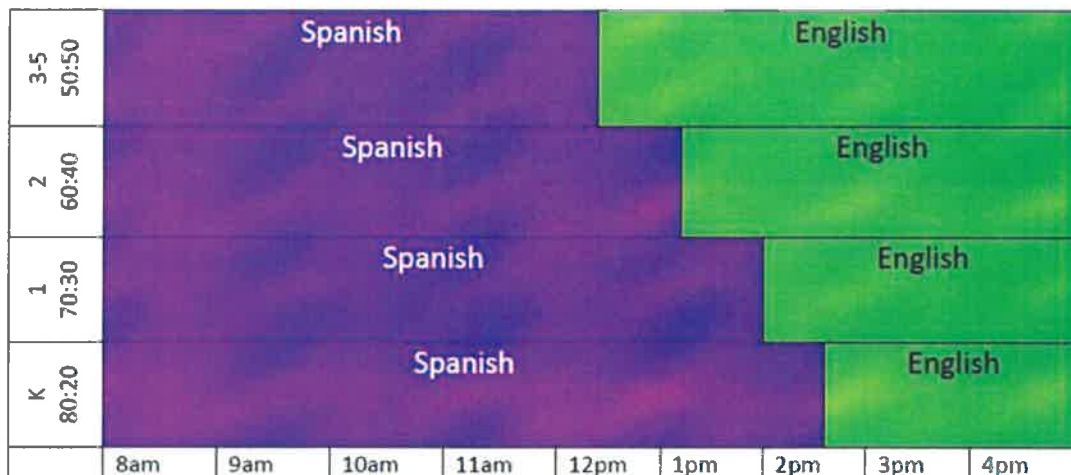
Strategies for English Learner Instruction and Intervention

First and foremost, Voices’ dual immersion program is a rigorous academic program in which the target language (Spanish) is used as the vehicle of instruction. Teachers provide the students with enough exposure to practice, use and extend his/her vocabulary in English and Spanish.

Teachers engage students in active participation activities requiring responses in the target language. Hands-on, minds-on classroom activities provide additional opportunities for students to use the target language. Teachers use cooperative learning techniques to encourage students

to interact with one another in the second language. Voices language allocation model is as follows:

Figure 1.9 – Dual Immersion Model



Middle School 50:50
 50% of yearly instruction in Spanish and 50% English in Science, Social Studies, Math and Writing

Furthermore, SIOP, a sheltered approach to make content accessible at high levels for all language learners, is implemented in all content areas.

Sheltered instruction (“SI”) is an approach to teaching that extends the time students have for receiving English language support while they learn content subjects, while focusing on language skills. Teachers scaffold instruction to aid student’s comprehension of content topics and objectives by adjusting their speech and instructional tasks, by providing sentence frames and language focus for all levels of language proficiency, and by providing appropriate background information and experiences. The ultimate goal is accessibility for ELs and SLs to grade-level content standards and concepts while they continue to improve their English language proficiency.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.

- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Serving Students with Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

The Charter School is its own local educational agency (“LEA”) and is a member of the Sonoma County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). A letter from the SELPA indicating that Voices is in good standing is attached as Appendix I. The Charter School will adopt and adhere to its Policies as outlined in the SELPA Procedural Manual and Policies and Administrative Regulations Manual (See Appendix J).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the County, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The Charter School will participate in the state’s quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The Charter School will participate in internal validation review.

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter school. Any student who: (1) has a physical or mental impairment that substantially limits one or more major life activities; or (2) has a record of such an impairment; or (3) is regarded as having such an impairment, which substantially limits a major life activity, including but not limited to learning, is eligible for accommodations by the Charter School (42 USC 12102).

A 504 coordinator shall be named and team will be assembled by the principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons, such as the 504 Coordinator, Educational Specialist, nurse, teacher and others who are knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records: including academic, social, behavioral, and medical records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the 504 IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purposes for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific area of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in the primary language along with the procedural safeguards available to them. If during the evaluation the 504 team obtains information indicating possible eligibility of the student for special education per IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student’s education must have a copy of the student’s 504 Plan. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEA

The Charter School intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintain the confidentiality of pupil records.

The Charter School will promptly respond to all SELPA inquires, to comply with reasonable SELPA directives, and to allow SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all SELPA obligations or imposed by law.

The Charter School shall participate as a LEA member of the Sonoma County Charter SELPA in accordance with Education Code section 47641(a) and shall make the following assurances in accordance with the Sonoma County SELPA:

Free Appropriate Public Education – The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.

Child Find – The Charter School will ensure that all students with disabilities are identified through the proper evaluations designated by the SELPA and in accordance with the policies and procedure of the SELPA.

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Full Educational Opportunity – The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.

Least Restrictive Environment - The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.

Individualized Education Program - The Charter School will assure that an Individualized Education Program is developed, reviewed and revised for each eligible student under the IDEA. When appropriate, the IEP shall also include extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provisions of a free appropriate public education. *Education Code Section 56345.*

IEP Meetings - The Charter School shall arrange and notice the necessary IEP meetings and shall provide translation services, reports, forms, and Procedural Safeguards as necessary. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: Principal and/or designated representative with appropriate administrative authority as required by the

IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but not limited to, an appropriate administrator to comply with the requirements of the IEIA, a speech therapist, psychologist, resource specialist, and behavior specialist, and shall document the IEP meeting and provide of notice of parental rights.

IEP meetings shall be held yearly to review the student's progress; Every three year to review the results of a mandatory comprehensive reevaluation; After the student has received a formal assessment or reassessment; Within 30days of a parent's request; When the Individual Transition plan ("ITP") is required at the appropriate age; and if manifestation hearing is required.

IEP Development – The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation – The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter Schools non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Referral for Assessment – All referrals will be responded to in writing by the Charter School within 15 days. The Charter School will notify the SELPA of the assessment request within 5 days of receipt. Parents will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent. The assessment will be completed and an Individualized Education Program meeting held within 60 days receipt of the parent's written consent for assessment.

Assessments – The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School

will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and conferences.

Confidentiality and Procedural Safeguards - The Charter School will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.

Personnel Standards and Staffing – The Charter School will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities as required by Education Code and IDEA. Professional development opportunities include special education compliance training as well as SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site or itinerant staff and agencies necessary to provide special education services to its students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. The Charter School will abide by all caseloads applicable to charter schools. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements.

State Assessments – The Charter School will assure that students with disabilities either under the IDEA or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. The assessments include, but are not limited to, the California Science Test (“CAST”), CELDT, CCCS tests, and Physical Fitness Test (“PFT”).

Notification and Coordination – The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services, confidentiality and reporting requirements as required by IDEA. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Interim and Initial Placement of New Charter School Students

For students who enroll in the Charter School from another school district outside of the SELPA with current IEP, the Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement in a new IEP, the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed with the parent/guardian.

Non-Public Placements/Nom-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Reporting - The Charter School will collaborate with the SELPA to collect/maintain information require by IDEA and lists: age, grade, type of disability, EL status, and number of students receiving services, number of students receiving and types of test modifications and exemptions; setting of services, suspension data, and reasons for existing. All necessary procedures and accurate/timely reporting will be the responsibility of The Charter School principal.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission to the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need, for special education services.

Parent/Guardian Concerns

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parents/guardians concerns or complaint.

Community Advisory Committee

The Sonoma County Charter SELPA Community Advisory Committee ("CAC") advises the local Special Education Local Plan Area as specified by Education Code Part 30, Sections 56001, 56190-56194, 56195.7, 56195.9, 56200, 56205, 56240, 56728.7, and 56780. The CAC advises the Sonoma County Charter SELPA CEO/Executive Committee and the SELPAs administration regarding:

- Planning and operation of special education programs in the Sonoma County Charter SELPA.
- Development and review of the Local Plan and recommend priorities to be addressed by the Local Plan.
- Assist in parent education.
- Increase public awareness and community acceptance of individuals with exceptional needs and to promote understanding of their educational and vocational needs.

The CAC collaborates with the local SELPA to ensure that the educational requirements of special education students are met. The CAC serves as a liaison between SELPA, the charter school, families, community members, students, and teachers, so that all voices are heard. The organization may also provide consumer education, information, and referral to resources.

Due Process Hearing

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representing

The Charter School shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

In addition, the Charter School shall comply with the Sonoma Charter SELPA Local Master Plan and perform all corrective actions deemed necessary by the SELPA. The Charter School will develop an annual budget, hire necessary staff, contract for appropriate services and document the qualifications and competency of school leadership to meet the special education compliance and quality requirements.

The Charter School will work with the SELPA to provide professional development that builds the capacity of the special education and general education staff in the area of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, general education staff members will be provided annual professional development about practices that support the needs of special education students in the least restrictive environment, including differentiation modeling for both instruction and

independent work, time allotment modifications, and venues of participation that accommodate all students, especially those with special needs as deemed by their IEP or SST support plan. In-house professional development for general education staff shall be provided by the Educational Specialist with support from the academic coach or the SELPA.

Implementation of Legal Requirements

The mission of the special education department mirrors the mission of Voices itself; we believe that all students, regardless of special needs, given the appropriate support and accommodations, are capable of going to college and/or being gainfully employed.

The special education department is designed to meet the specific needs of students with challenges, and to do so in the least restrictive manner. We believe in the student's ability to fully participate within their general education classroom and remain with their peers, to the degree that educators and service providers see fit. Title 5 California Code of Regulations Section 80046.5 focuses on the teacher and the IEP to recommend the most appropriate placement and level of support (1-1 aide, Learning Center, push in, special day class, etc.) for each child with special needs. Credential holders who are authorized to serve children with disabilities must possess a credential that authorizes teaching the primary disability of the pupils within the special education class as determined by the program placement recommendation contained within the Individualized Education Program. A teacher must hold a credential to serve each of the disability categories for students in the class as set forth in the IEP. An IEP team may determine that, based on assessments and the goals in the IEP, an alternate placement may be appropriate (a teacher will hold a credential to serve each of the disability categories for students in the class as set forth in the IEP.) It is the Charter Schools' responsibility to determine how the special education services will be delivered. The IEP determines the student's needs and the rationale for the particular services and placement of the student. Various alternative placements are sometimes required to the extent necessary to implement the IEP for each child with a disability.

It is the role of the Charter School's Education Specialist, and the special education associate teacher, to provide academic services within the general education classroom through small group instruction, individualized instruction, collaboration with the classroom teacher, and other methods that assist students with different learning needs in achieving academically, if described in the IEP. Other needed services, and occasionally academic services, are otherwise provided within the Charter School's Learning Center, which is the central location for the Special Education department and the Education Specialist.

Voices uses an inclusion model to support students with learning differences. As with all our students, students with disabilities access and participate in a rigorous dual immersion program and are supported within the classroom via strong pedagogy, with individual attention afforded by small group and individual classroom instruction and through our intervention process). All students with IEPs are mainstreamed for the maximum amount of the day possible (least restrictive environment (“LRE”)), as their IEP permits. A free, appropriate public education is provided to students with an IEP who cannot be served with a full inclusion model (moderate to severe) as necessary based on their individual need and may include, but is not limited to a 1-1 aide, or Special Day Class placement for all or part of the day. The Charter School will provide or secure such placements with the County or other entity through an MOU if necessary.

Plan for Migrant Students

Voices will provide a comprehensive program for migrant students that attempts to mitigate the impact of educational disruptions, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit the ability of migrant students to succeed in school.

Within 30 days of identification at enrollment, an individual assessment of the educational and health needs of each participating student shall be completed. The liaison shall coordinate migrant education services with other programs within the school and with other public agencies that serve migrant workers and their families.

The Executive Director, or designee, shall monitor the results of statewide assessments and core academic subjects and English language development, as applicable, for enrolled migrant students and provide a report to the Board with any recommendations for improvement of services.

Transitional Kindergarten (TK)

Voices will offer TK in multi-age classrooms (TK and K). Students will be enrolled through the regular enrollment process and will not have a quota of allotted seats. TK students have modified curriculum, instruction and assessments. *Education Code 48000, 46117, and 46201.*

A Typical Day in Life of Voices Academy Students

A Day in the Life of a Kindergarten English-Only Student at Voices

On Monday morning, Ruben takes his leveled books to his desk and begins reading while the teacher takes attendance. After his kindergarten class sings their Good Morning song in a circle and reads the Morning Message, Ruben and his classmates line up and walk to the cafeteria for Plaza. Ruben listens as the principal introduces the Character Trait of the month – Responsibility – and then, when the principal signals, he turns and tells his partner examples of how he can show responsibility. Each week, Plaza alternates between Spanish and English; even though this week was all in Spanish, and Ruben is an English Only student, he still understands the concepts thanks to visuals and opportunities to interact with peers.

Spanish Language Arts

Students leave the carpet, one at a time, once they have answered the teacher's exit slip about that week's phonemic awareness question. After Ruben comes up with a word that

rhymes with the teacher's word, he goes off to get his small group's centers bin. He and his 3 partners will rotate through 4 activities in the next hour, and 4 different activities the next day, for a total of 8 different standards-aligned centers during the week. He and his classmates will practice reading and writing sight words with colored markers, coloring pairs of words that rhyme (according to the week's phonemic awareness goal), and a variety of other activities. Ruben likes the different hands-on activities that seem like games and challenges that he can do while interacting with his friends and all the while practicing speaking Spanish. His favorite is the iPad center where practicing sight words is fun! His teacher calls a few students at the beginning of each rotation to read at her desk. He always looks forward to the time of day when he can work in a small group with his teacher and learn to read fun, new books!

Math

After lunch and enrichment, Ruben enters the classroom and sits down in his carpet square, already looking at the white board to answer the warm-up questions. He eagerly raises his hand, sometimes waiting for the teacher to call on a student and sometimes sharing with his partner when the teacher declares, "Think-pair-share!" The warm-up questions completed, the class turns to the calendar, chanting months and days and numbers together. Then Ruben and his peers focus their attention on the teacher's math lesson for the day: the class is learning about addition this week, and after yesterday's lesson about drawing pictures to help solve a story problem, the class is learning how those pictures translate into equations. The whole math period has been taught entirely in Spanish, but Ruben hasn't missed a beat. Between talking to a peer, referring to visuals and manipulatives, and remembering what he's already learned from the week's naturally scaffolded objectives, English Only students like Ruben can grasp the concepts without trouble.

Recess

Ruben always looks forward to recess, when he can run and play with his friends on the playground. He loves playing freeze tag, or riding a tricycle around the sidewalk. It doesn't matter that he began the year only speaking English, or that many of his classmates began the year only speaking Spanish. After just a few months of kindergarten, all the students had learned from each other, easily picking up playground words in both English and Spanish. Ruben is with different students all the time, because after all, many games don't require too many words, as long as you can run fast!

Read-aloud

Recess is over, but Ruben isn't sad to return to the classroom. In fact, he can't wait to find out what book the teacher will read today. His class is in the middle of a project-based, month-long unit based on a Social Studies standard. The kindergarteners have been learning about who comprises their families, sharing family histories and origins, and studying photos and other artifacts to learn about their families' pasts. Ruben loves talking and sharing about his family - a topic very near and dear to all his 6-year-old classmates - and he especially loved interviewing his grandpa and then telling the class how his grandpa didn't even have a computer, tablet, or cell phone when he was little. As Ruben listens to the story about a girl comparing her life to her grandparents' childhood, he can't wait to connect the story to his own experiences. Later in the afternoon, Ruben knows he'll get to write more about those connections as each student prepares a final project to share with his/her family at the school-wide Social Studies Night open house.

English Language Arts

At 3:00, Ruben gathers his things and walks to Ms. Perez's classroom with his fellow English Only students. While the English Learner students go with the other kindergarten teacher to study English Language Development, Ruben will get more practice with the week's Phonemic Awareness and Concepts About Print objectives in English. He sits on the carpet and reads the Afternoon Message, chants the letters, and plays a whole-class game to practice rhyming words. When they've finished, Ms. Perez gives each student a verbal exit slip: "Tell me a word that rhymes with mat." "Hat!" Ruben exclaims, bouncing off to his first independent work center.

A Day in the Life of a 3rd Grader with One-on-One Support at Voices

Malcom is a 3rd grade student at Voices. Last year, he qualified for, and began receiving, Special Education services in order to address academic needs resulting from his specific learning disorder. Malcom is currently receiving three hours of individualized academic support, provided by the school's Education Specialist, the Assistant to the Education Specialist and by an appointed one-on-one aid.

Guided Reading

Following the classroom's 30 minute, morning routine Malcom, along with his classroom peers, transition into guided reading time. During this time, the majority of the students, who are not reading with Ms. Aguilar, begin working in their centers; these are stations throughout the class

that address different academic content pertaining to current standards. Without additional prompting or support, Malcom gathers his folder and a pencil and begins working at his given center. At this time, the Education Specialist, Ms. Gutierrez, enters the 3rd grade class and begins to set up a small group lesson, as Malcom, and other students with similar academic needs, gather their belongings and sit near her. With Ms. Gutierrez, they work on multiplication. While this is something that has already been addressed by the classroom teacher, this is Ms. Gutierrez's opportunity to address the area again and ensure that Malcom is given optimal time to master the concept. Malcom is able use manipulatives, repeated addition, drawings and other multiplication strategies. Once his time with Ms. Gutierrez has come to an end, Ms. Aguilar summons his group to her guided reading table. The group takes their book and begins to discuss what they were expected to read the previous night.

English Language Arts with One-on-One Support

Once Ms. Aguilar's 3rd grade class returns from a snack break, they begin working on English Language Arts. Malcom sits near the front of the classroom, next to another student who is also receiving academic services. Aside Malcom and his peers is Ms. Hernandez, the assistant to the Education Specialist. Her role, during this time, is to co-teach alongside Ms. Aguilar. While the classroom teacher is addressing the whole class, Ms. Hernandez sits with Malcom and other student and reinforces the content. Malcom has passages read to him, instructions are repeated and differentiation is used. Malcom, who has processing deficits and sensory motor integration needs, is able to have Ms. Hernandez be his scribe for note taking and for writing time.

Academic Services

Following lunch, on non-enrichment days, Malcom has the opportunity to go to the Learning Center; this is a time set aside by the Education Specialist in which students receiving academic services are able to work on their IEP goals. Malcom chooses to work on his fluency goal, and Malcom reads a timed fluency passage to Ms. Gutierrez. As Malcom is reading the passage aloud, Ms. Gutierrez is noting any errors and Malcom stops reading when the one minute timer rings. They discuss this fluency and practice reading the words that he misread. Malcom reads the passage a total of five times, after which, they are able to see the growth he makes every time he reads.

Reading Intervention

Toward the end of the school day, Malcom return to the school's Learning Center for 20 minutes, but at this time, he does so in order to attend Reading Intervention with Ms. Mallamace. Malcom is grouped with students who are reading at his same level and who exhibit the same needs, which in this case is fluency. The groups works on reading a book that is within their instructional reading level.

A Day in the Life of a Second Grade English Learner at Voices

Spanish Literacy

Carmen is a 2nd grader at Voices. As soon as she is greeted at the door by her teacher, she walks in ready to start the Balanced Literacy portion of her day. Her teacher, Mr. Miller, starts the day with a read aloud for the Reader's Workshop thematic unit on Fairy Tales. Carmen is a native Spanish speaker and she actively participates in the discussion on the carpet comparing Las Bellas Hijas de Mufaro to Cinderella. Afterwards, during Word Study, Carmen studies accents in Spanish with a small group. Twenty minutes later, her teacher calls her group for a Guided Reading lesson in her native Spanish. Mr. Miller knows that by teaching her how to read phrases quickly in her native language, Carmen will transfer those skills into English. Just before recess, Ms. Trujillo, the assistant teacher, models good fluency to the whole class as she reads a passage on Pele. She asks Carmen to clarify the word "entrenador" for the rest of the class. Carmen smiles, knowing she has helped her Spanish learning friends with vocabulary and knowledge about soccer. When the students come back in from recess, they finish up the Balanced Literacy model with Writer's Workshop. This month, Mr. Miller is teaching Writer's Workshop in Spanish. The students are choosing small moments to write about. Carmen is writing about a special dinner at her Grandmother's house in El Salvador. Mr. Miller conferences with Carmen and reminds her to use periods at the end of a complete thought. When she goes to English Language Development in the afternoon, she will be expected to transfer this skill into his English writing.

English Language Arts

As English Language Arts starts, Carmen sits at her table with three other students and pulls out her passage on Martin Luther King, Jr. The class has been looking at diagrams and photographs that contribute to the text. Mr. Miller reads the content objective on the board and the class repeats it. He also has a language objective. Carmen reads aloud with her class: "I can explain to my partner how a diagram/photograph/drawing contribute, or add to, a text." Mr. Miller reviews the vocabulary in the objectives and in the passage for English Learners such as Carmen. Carmen is an intermediate English learner as has a native English speaker as her shoulder partner. As Carmen discusses the photographs in the passage with her table, she also uses sentence frames her teacher has provided. For the next 15 minutes, her table talks about each image with sentence starters such as "This image helps me understand..." "This diagram shows me how..." and "The photograph contributes to the text because..." Carmen is able to choose which sentence starter she prefers as she speaks with his peers. At the end of the lesson, Mr. Miller employs another SIOP strategy. Every student shares with their table what they learned to do. By the end of the lesson, Carmen is able to summarize the objectives in her own words.

Enrichment

After lunch, Carmen goes to the blacktop for Enrichment. Last week, the students finished their painting their piñatas with art instructors from the Mexican Heritage Center. These lessons were

in Spanish. The piñatas are now on display in the school office. This particular week, the class has Physical Education for Enrichment. The YMCA leads this week's enrichment in English. After doing a few warm-ups, Carmen and her classmates are going to run through some obstacle courses. The students will zigzag through cones, hula hoop in the middle and touch the basketball pole before tagging their teammate. Their class mascot is the UCLA Bruins as Mr. Miller is an alumni. The Bruins will compete against the Spartans from 2nd grade. Carmen cheers on her class in English, repeating the UCLA chants she learned at the start of the year. As she comes back into class, she excitedly tells her teacher how her class won the race.

Math

During the mathematics period, Carmen starts off at her desk. Ms. Trujillo, the assistant teacher, reviews math problems with the class on the projector. Carmen easily completes these "warm-ups" on his white board. For the mini-lesson, Carmen takes her seat in the first row of the carpet. She again repeats the content and language objectives the teacher has written on the easel. Today the students will focus on recognizing shapes with specific attributes. Mr. Miller introduces a pentagon and hexagon to the class. He has visuals of different real-life objects that have this shape. He asks the class for other examples. Carmen suggests a School Crossing sign posted outside the school and Mr. Miller draws it on the chart. Together the class counts the sides. Using the sentence starter, "I agree/disagree with _____ because _____" the students turn to a partner and agree with Carmen's suggestion. After the mini-lesson, Carmen returns to her table where her teacher has set out a picture cards to sort. The students will sort pentagons, hexagons, triangles and quadrilaterals with a partner. They have geometry vocabulary posted on the Math Wall to refer to. As they sort, they must use the sentences "I know this is a _____ because..." with their partner. The teacher has selected this activity to build vocabulary with visual and grammatical scaffolds for her ELs. Carmen particularly enjoys drawing the pentagons onto her paper and labeling each shape, and as an EL she is completely engaged with the lesson. The teacher and assistant teacher walk around to check in. At the end of the lesson, Mr. Miller has his students reflect in their journal on their learning. Carmen is unsure about how to start her journal entry but her shoulder partner reminds her of the Math Journal Sentence Starters reference sheet in his folder. She selects one begins writing "Today's lesson will help me in my life when..."

Guide Reading and Centers

After math, the students get a snack. The 2nd graders then get an hour for English fluency, guided reading and centers. Carmen gets a chance to practice her English sight words with the assistant teacher during this time. She works one-on-one to fill in gaps. Carmen also reviews context clues with a board game during centers. She is called to read with Mr. Miller. As she reads out loud she realizes he has mastered the skill of reading all the syllables in a word. Mr. Miller praises her for this, but also points out that she needs to phrase words together just as she did in Spanish.

ELD

At the end of the day, Carmen has English Language Development with Ms. Aguilar. She switches classes along with nine other EL students from her UCLA Bruins class. Her ELD class is grouped by the CELDT test and is made up of Level 3s (Intermediate English Learners). Ms. Aguilar starts off by teaching an idiom. She explains what it means to “Go off the deep end!” Carmen then gets a chance to turn to her table and share a time when she went off the deep end. Carmen laughs as she shares his example and uses the language, and is very interested in hearing the other students give their examples. Afterwards, Ms. Aguilar calls the class to the carpet to review past tense actions that can be done during a virtual field trip to the mountains Ms. Aguilar has already frontloaded the vocabulary for the unit. Carmen is very well aware of snow time activities she can discuss. After modeling the sentences and asking for volunteers to model the activity, Ms. Aguilar asks the class to form two Conga Lines. Each student receives a notecard with complex sentence stems so she can put together a sentence describing what she did and didn’t do on her virtual field trip A visual with labeled vocabulary is posted for students to refer back to. The class practices the English forms. Carmen shares “The class didn’t shop downtown because we had to get back to the bus but we did stroll through downtown. Carmen crosses her fingers she gets a chance to Conga down the lines for a new partner. Next, Carmen attends to a writing prompt on weekend hobbies. Ms. Aguilar is checking for past tense verbs in writing within a new scenario. As Carmen writes what she did last weekend, she pulls out a “Good Writer” checklist. She remembers that Mr. Miller told him to include periods at the end of a complete thought during Spanish writing. Carmen successfully transfers that skill into her English piece. She finishes the lesson by trading her writing with her partner to check for mechanics and correct grammar.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section entitled “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element 2 of the charter for a description of the Charter School’s annual goals to be achieved in the Eight State Priorities, schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Element 2: Measurable Student Outcomes and Element 3: Method of Measurement

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

CHARTER SCHOOL GOALS, ACTIONS, OUTCOMES, AND METHODS OF MEASUREMENT THAT ALIGN WITH THE STATE PRIORITIES	
<p>Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities, and the Charter School’s goals and actions to achieve the state priorities, schoolwide and for all numerically significant pupil subgroups.</p> <p>The Local Control and Accountability Plan (“LCAP”) and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site. The Charter School’s current LCAP is attached as Appendix K.</p>	
STATE PRIORITY #1— BASIC SERVICES	
<p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	<p>Recruit, develop, hire, and maintain fully credentialed teachers who are appropriately assigned and deliver high quality instruction.</p>

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Provide competitive salary to attract and retain high quality teachers. ● Provide direct support to teachers in the classroom. ● Deliver professional development to teachers and paraprofessionals. ● Provide Beginner Teacher Support & Assessment (“BTSA”) induction for qualified teachers.
MEASURABLE OUTCOME	All teachers will be fully credentialed and appropriately assigned.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Personnel files and teacher assignments. ● CALPADS reports.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Use standards-aligned instructional materials, curricula, resources, and technological supplements that will prepare students for college and career success.
ACTIONS TO ACHIEVE GOAL	Purchase or develop standards-aligned materials, curricula, resources, and technological supplements
MEASURABLE OUTCOME	All materials, curricula, resources, and technological supplements will be standards-aligned.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Principal and faculty review all materials, curricula, resources, and technological supplements before purchase. ● Review the Atlas curriculum platform.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain Charter School facilities in good repair.
ACTIONS TO ACHIEVE GOAL	Charter School leadership and the Parent Safety Team will conduct regular walk-throughs of Charter School facilities.
MEASURABLE OUTCOME	Annually, 90% all items onsite inspection checklist will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Charter School leadership and the Parent Safety Team will conduct regular walk-throughs of Charter School facilities. ● Site inspection documents prepared by school leadership.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	Curriculum and instructional strategies, interventions, assessments, and support services will be aligned to the CCSS.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Provide curriculum and instructional strategies, interventions, assessments, and support services aligned to the CCSS. ● Participate in professional development and trainings on the rigors of CCSS. ● Teachers will participate in annual professional development on the implementation of the CCSS.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● All instructional curriculum, strategies, interventions, assessments, and support services will be aligned to the CCSS. ● 100% of teachers will participate in professional development on the implementation of the CCSS.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Internal review of curriculum and instructional strategies, interventions, assessments, and support services. ● Professional Development calendar and rosters. ● Review internal and external assessment results to ensure the CCSS is being implemented well. ● Conduct classroom observations to ensure the CCSS is being implemented well.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS and ELD standards.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts and Literacy instruction with appropriate instructional support.
MEASURABLE OUTCOME	100% of EL students will gain academic content knowledge through the implementation of the CCSS and ELD standards.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● ELD schedule and roster. ● EL student performance on the CAASPP and CELDT/ELPAC. ● Teacher assessments. ● Annual report cards.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE	EL students will gain English language proficiency through the

SUBPRIORITY	implementation of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Provide regular, leveled systematic ELD for ELs. ● Provide Sheltered Instruction Observation Protocol. ● Provide ELD professional development for teachers.
MEASURABLE OUTCOME	EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.
METHODS OF MEASUREMENT	Student performance on CELDT/ELPAC Assessment and reclassification documentation.
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parental involvement in school experiences and activities that assist with student success.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Provide classes such as ESL for parents. ● Provide childcare during parent-participation activities. ● Employ a parent liaison to develop and promote parental involvement. ● Codify and calendar grade-specific parent workshops. ● Publicize parent meetings.
MEASURABLE OUTCOME	Annually, the number of families that participate in at least one parent involvement opportunity will increase by 5% over the previous year.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Parent activity calendars and promotional materials. ● Attendance logs from classes, activities, workshops, and meetings.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent participation in Charter School advisory entities.
ACTIONS TO ACHIEVE GOAL	Encourage and recruit parents to participate in the English Language Advisory Committee (“ELAC”), CAC, Voices Parent Advisory Committee (“VPAC”), Schools Advisory Committee, and Board of Directors.
MEASURABLE OUTCOME	Annually, the number of families that participate in at least one parent advisory entity will increase over the previous year.

METHODS OF MEASUREMENT	Decision making entity rosters.
SUBPRIORITY C – PARENT SATISFACTION	
GOAL TO ACHIEVE SUBPRIORITY	Parents will demonstrate high satisfaction with the academic program and parent involvement opportunities.
ACTIONS TO ACHIEVE GOAL	Conduct an annual satisfaction survey.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Parent participation in the annual satisfaction survey. ● 80% of parents indicate they are satisfied with the academic program and parent involvement opportunities.
METHODS OF MEASUREMENT	Survey results.
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <i>A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i> <i>B. The California School Dashboard</i> <i>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> <i>D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i> <i>E. EL reclassification rate</i> <i>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> <i>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i> 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including ELs, will reach high standards in English and Mathematics.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Establish benchmarks for CAASPP performance. ● Establish, monitor, and analyze interim benchmark proficiency and growth goals. ● Deliver CCSS-aligned classroom instruction and appropriate

	<p>intervention that prepares students for the CAASPP.</p> <ul style="list-style-type: none"> ● Conduct frequent data analysis and disaggregation of data. ● Administer Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) examinations to designated grades.
MEASURABLE OUTCOME	Students, including ELs, will meet or exceed average performance levels of students in demographically comparable district schools in ELA and mathematics on the CAASPP.
METHODS OF MEASUREMENT	CAASPP score reports.
SUBPRIORITY B – CALIFORNIA SCHOOL DASHBOARD	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will demonstrate strong academic achievement and growth on the California School Dashboard or the applicable state accountability system adopted and implemented by the State Board of Education and California Department of Education.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Deliver CCSS-aligned classroom instruction and appropriate intervention that prepares students for the CAASPP. ● Conduct frequent data analysis and disaggregation of data. ● Administer NWEA examinations to designated grades.
MEASURABLE OUTCOME	The Charter School will identify or receive appropriate benchmarks based on the California School Dashboard or other metric associated with the applicable state accountability system.
METHODS OF MEASUREMENT	The California School Dashboard or other metric associated with the applicable state accountability system.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS – NOT APPLICABLE	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	Increase the percentage of ELs who are proficient in English, ELA, and mathematics.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Frequently monitor and provide appropriate interventions for ELs. ● Establish CELDT/ELPAC, CAASPP, and NWEA MAP performance expectations. ● Provide SIOP, systematic ELD, and CCSS professional development for teachers as needed. ● Provide regular, leveled systematic ELD instruction for ELs. ● Schedule time for teachers to conduct data analysis to inform

	instruction.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • The percent of ELs scoring proficient in LEA and Math on the CAASPP will increase annually. • EL students will meet or exceed average performance levels of EL students in demographically comparable district schools in ELA and mathematics on the CAASPP.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Professional development schedule. • CAASPP score reports. • CELDT/ELPAC score reports. • NWEA MAP score reports.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Increase the number of ELs who are reclassified each year.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Frequently monitor and provide appropriate interventions for ELs. • Establish CELDT/ELPAC performance expectations. • Provide SIOP, systematic ELD, and CCSS professional development for teachers as needed. • Provide regular, leveled systematic ELD instruction for ELs.
MEASURABLE OUTCOME	The percent of EL students meeting or exceeding CELDT performance expectations will meet or exceed the performance levels of students in demographically comparable district schools. CAASPP.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • EL reclassification rates. • CAASPP score reports.
SUBPRIORITY F – AP EXAM PASSAGE RATE – NOT APPLICABLE	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP – NOT APPLICABLE	
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <i>A. School attendance rates</i> <i>B. Chronic absenteeism rates</i> <i>C. Middle school dropout rates (EC §52052.1(a)(3))</i> <i>D. High school dropout rates</i> <i>E. High school graduation rates</i> 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE	Maintain an attendance rate of 95%.

SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Create an engaging, positive, and safe school culture and environment. ● Refer truant students to the SST process for monitoring and support. ● Provide counseling for students for whom personal issues are creating a distraction from learning. ● Closely track attendance and conduct follow up meetings with families showing attendance concerns. ● Provide resources and support to families struggling with attendance issues. ● Incentivize and reward strong attendance. ● Employ a parent liaison to develop and promote school culture. ● Administer an annual satisfaction survey to gather feedback.
MEASURABLE OUTCOME	Attendance rate of 95%.
METHODS OF MEASUREMENT	Attendance reports.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Decrease overall number of absences, tardy arrivals, and early dismissals.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Create an engaging, positive, and safe school culture and environment. ● Refer truant students to the SST process for monitoring and support. ● Provide counseling for students for whom personal issues are creating a distraction from learning. ● Closely track attendance and conduct follow up meetings with families showing attendance concerns. ● Provide resources and support to families struggling with attendance issues. ● Incentivize and reward strong attendance. ● Employ a Parent Liaison to develop and promote school culture. ● Administer an annual satisfaction survey to gather feedback.
MEASURABLE OUTCOME	The total number of absences, tardy arrivals, and early dismissals will decrease each year.

METHODS OF MEASUREMENT	Attendance, absence, tardy, and early dismissal records.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a dropout rate of less than 3%.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Create an engaging, positive, and safe school culture and environment. ● Provide counseling for students for whom personal issues are creating a distraction from learning. ● Provide resources and support to families struggling with attendance issues.
MEASURABLE OUTCOME	Dropout rate of less than 3%.
METHODS OF MEASUREMENT	Dropout rate.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES – NOT APPLICABLE	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES – NOT APPLICABLE	
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a suspension rate of less than 5%.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Create an engaging, positive, and safe school culture and environment. ● Implement alternatives to suspension (SST, behavior plans, etc.). ● Establish and foster schoolwide discipline plan and character development.
MEASURABLE OUTCOME	Suspension rate of less than 5%.
METHODS OF MEASUREMENT	Suspension rate.

SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain an expulsion rate of less than 2%.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Create an engaging, positive, and safe school culture and environment. ● Implement alternatives to expulsion (SST, behavior plans, etc.). ● Establish and foster schoolwide discipline plan and character development.
MEASURABLE OUTCOME	Expulsion rate of less than 2%.
METHODS OF MEASUREMENT	Expulsion rate.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Receive positive feedback from students, parents, and teachers regarding school culture, safety, and connectedness.
ACTIONS TO ACHIEVE GOAL	Administer an annual satisfaction survey to students, parents, and teachers to gather feedback on school culture, safety, and connectedness.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Students, parents, and teachers will fill-out surveys. ● 80% of students, parents, and teachers will indicate satisfaction with school culture.
METHODS OF MEASUREMENT	Survey results.
STATE PRIORITY #7— COURSE ACCESS	
<p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL TO ACHIEVE	All students, including unduplicated pupils, will be enrolled in a broad

SUBPRIORITY	course of study as outlined in the charter petition.
ACTIONS TO ACHIEVE GOAL	Make all academic content areas available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in a broad course of study as outlined in the charter petition.
METHODS OF MEASUREMENT	Student, teacher, class, and grade level schedules.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Students, including all significant sub groups, will demonstrate proficiency on the Common Core State Standards annual assessment in ELA.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Establish benchmarks for CAASPP performance. ● Establish, monitor, and analyze interim benchmark proficiency and growth goals. ● Deliver CCSS-aligned classroom instruction and appropriate intervention that prepares students for the CAASPP. ● Conduct frequent data analysis and disaggregation of data. ● Administer NWEA examinations to designated grades.
MEASURABLE OUTCOME	Students will meet or exceed average performance levels of students in demographically comparable district schools in ELA on the CAASPP.
METHODS OF MEASUREMENT	CAASPP score reports.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students, including all significant sub groups, will demonstrate proficiency on the Common Core Standards annual assessment in Math.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Establish benchmarks for CAASPP performance. ● Establish, monitor, and analyze interim benchmark proficiency and growth goals. ● Deliver CCSS-aligned classroom instruction and appropriate intervention that prepares students for the CAASPP. ● Conduct frequent data analysis and disaggregation of data.

	<ul style="list-style-type: none"> • Administer NWEA examinations to designated grades.
MEASURABLE OUTCOME	Students will meet or exceed average performance levels of students in demographically comparable district schools in mathematics on the CAASPP.
METHODS OF MEASUREMENT	CAASPP score reports.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> • All students, including significant subgroups, will reach high standards in social science practices and content.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Codify Understanding by Design units. • Purchase equipment and materials needed for units. • Train teachers on project based learning and Understanding by Design. • Each grade level will complete an Understanding by Design social science project every year. • Teachers use multiple measures to assess mastery. • Establish grade specific benchmark and growth goals.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 70% of students will score a 3 or higher on the Understanding by Design project rubric.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Understanding by Design project rubric. • Report cards.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all significant subgroups, will reach high standards in science concepts and scientific thinking.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Train teachers on NGSS and develop aligned curriculum. • Each grade level will complete an Understanding by Design science project every year. • Teachers use multiple measures to assess mastery. • Establish grade specific benchmark and growth goals.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 70% of students will score a 3 or higher on the Understanding by Design project rubric.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Understanding by Design project rubric. • Report cards.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS – NOT APPLICABLE	

SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students, including significant subgroups, will show growth on the Physical Fitness Test.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Secure fitness contract with outside agency. • Establish grade specific benchmark and growth goals.
MEASURABLE OUTCOME	Students will achieve growth on the Physical Fitness Test, in comparison to District schools with similar demographics.
METHODS OF MEASUREMENT	Physical Fitness Test report.
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY) – NOT APPLICABLE	
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all significant subgroups, will become proficient bilingual speakers, readers, and writers.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Teachers use multiple measures to assess mastery. • Establish grade specific benchmark and growth goals.
MEASURABLE OUTCOME	All 8 th grade students will complete and pass all components of the Voices Exit Presentation in both languages.
METHODS OF MEASUREMENT	Exit Presentation Rubric
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY) – NOT APPLICABLE	
SUBPRIORITY J – CTE (GRADES 7-12 ONLY) – NOT APPLICABLE	
SUBPRIORITY K – TECHNOLOGY	
GOAL TO ACHIEVE SUBPRIORITY	All students, including significant subgroups, will become proficient users of technology.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Develop technology scope and sequence. • Provide technology-instruction teacher professional development. • Ensure students have regular access to technology. • Teachers use multiple measures to assess mastery.
MEASURABLE OUTCOME	100% of students will have access to technology in the classroom.
METHODS OF MEASUREMENT	Budget Walk through principal observations

	Daily schedules
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Assessment Method and Approach

Voices uses information gathered from all mandated state tests as well as local curriculum-based and standards-based assessment data to measure students’ progress in meeting standards. In addition to the standardized measurements, students demonstrate their knowledge and ability through School designed interim assessments and a variety of teacher designed means which may include performance assessments, public exhibition projects, teacher created tests, essays, etc. Additionally, we use surveys such as the Student Observation Checklist of Civic Skills and Behaviors to measure character development. Assessments are formative and summative, holistic and standardized, criterion- and norm-referenced, paper and pencil and online and include any assessments applicable to students in non-charter public schools. Students must demonstrate mastery of grade level standards and skills when measured against multiple measures. Assessment will both improve learning and provides accountability.

Voices will be utilizing diverse assessments that are aligned with the curriculum and instructional program, complaint with state expectations. They will be administered according to the assessment cycle below:

Multiple Measures and Frequency		
Assessment	Description	Assessment Schedule
State required tests	California Science Test Physical Fitness Test (“PFT”) CELDT CAASPP California Alternate Performance Assessment (“CAPA”)	Annually, as available
Placement exams	CELDT Voices Academy Diagnostic Assessments (see below) LAS Links online Español	Annually, as available
Diagnostic	Concepts of Print (“CAPS”) Phonemic Awareness Letter/sound ID (Eng/Sp) ADEPT CELD (Curriculum Associates) Spelling Inventory Sight Words (English/Spanish)	Tri-annually
Formative Assessments:	Tests	Ad-hoc,

Teacher/grade level designed assessments	Quizzes Projects Performance-based assessments Writing prompts Presentations Surveys Checklists Rubrics	weekly, bi-weekly, monthly
Interim Benchmark Assessments (aligned to CCSS, Big Goals and/or IEP)	Fiction and Non-fiction Reading Assessment: running record, comprehension, fluency (English/Spanish) Writing Prompt (English/Spanish) Fluency Assessment (English/Spanish) Student Observation Checklist of Civic Skills and Behaviors Internal Interim Assessment (i.e. Illuminate)	Tri-Annually
Summative Assessments (CCSS aligned)	NWEA MAP Illuminate	Tri-Annually
Program Evaluation/Reports	Annual Climate/stakeholder Survey 8 th Grade Exit Project Annual Measurable Achievement Objectives (“AMAO”) PFT	Annually

Summative and Interim Assessment

Voices has designed and utilized fall, winter and spring cumulative interim assessments based on standards.

Illuminate

This assessment can be administered as computer-based or in paper and pencil format. Illuminate is CCSS fully aligned and include constructed response and SBAC-like items. The custom designed assessments are administered in language arts and math and include all standards taught to date in each grade. This provides teachers with a manner to gauge mastery of standards. Students are expected to achieve 80% proficiency to demonstrate mastery. In turn, teacher use this information, in conjunction with classroom measures, to objectively communication progress to parents on the report card.

Measures of Academic Progress

MAP is a CCSS aligned computerized adaptive assessment that gives teachers and administration information they need to improve teaching and learning. We use the growth and achievement data from MAP assessments to develop targeted instructional strategies and plan school improvement. MAP assessments are given in reading, language, math, and science. They measure growth and show how students are progressing over time because data can be looked at historically. Rather than determine mastery, MAP data provides students instructional levels.

Diagnostic and Placement Assessments

Diagnostic assessments measure critical skills and offer an in-depth analysis of a student's strengths to guide instructional decisions. Effective diagnostics are valid, reliable and based on scientific research. Teachers give diagnostics to establish a baseline with students each year and to determine which knowledge or skills gaps we need to fill. The more meaningful information we know about students, the better we can meet their needs. Diagnostics allow us to measure student progress on foundational skills. This helps us identify the needs of our students, which enables us to tailor our curriculum or provide interventions in order to meet those needs. Furthermore, it keeps us from making assumptions about what our students do or don't know. This moves us away from subjective assessments, which can be influenced by teachers' biases. Good diagnostics are specific enough to identify skill gaps, guide instruction, and measure progress. Mastery is demonstrated as outlined in the Big Goals for each grade level.

LAS Links Español

LAS is a research-based diagnostic assessment that measures the speaking, listening, reading, writing, and comprehension skills of students in Spanish. It helps identify language difficulties a native English student may have in Spanish and track progress in attaining Spanish language proficiency. It helps teachers track progress, determine accurate placement or interventions and tailor instruction for Spanish learners.

Formative Grade Level Designed Assessments

Formative assessment begins even before teaching begins with pre-assessments. Teachers gather formative data throughout the unit of study, often in informal ways, to inform teaching decisions and improve student learning. Grade level teams weekly also design or adopt Common Formative Assessments that they analyze during data meetings. Such assessments may include, but is not limited to exit cards, quizzes, anecdotal observations, quick writes, etc. Grade level teams establish proficiency levels for each assessment in daily data meetings based on standards deconstruction and item analysis. For example, a just introduced standard exit slip may warrant a 50% cut point whereas a spiraled previously taught standard may warrant an 80% + cut point.

Exhibition Projects, Performance-Based Assessments, and Rubrics

Teachers develop science and social studies units and projects based on standards using the *UbD*® Framework. Students learn content in depth and have an opportunity to demonstrate understanding through performances of understanding. Additionally, students apply other content knowledge and skills (math and language arts) to make their projects truly integrated. These performances of understanding are shared with parents and the wider community through exhibition projects and assessed through teacher created school wide rubrics that will measure understanding, presentation and skill proficiency. Students will strive to attain a level 3 or above on the rubric.

8th Grade Exit Project

Every 8th grade student will be required to complete an Exit Project consisting of a written Professional Action Plan, presentation and exit interview. The interview teams will consist of teachers, parents and community representative. Every element will have an English and Spanish component and will allow for demonstration of oral and written communication skills, technology/presentation skills, research skills, and critical thinking skills regarding their role within their own culture and the greater society. In this project students will reflect on their learning thus far, analyze how their values and culture fit into the greater society, identify any obstacles that they think might be a deterrent to college and have an action plan for dealing with such issues. It will also include a college plan with a detailed description of at least one profession of interest to them and identification of two institutions of higher education and requirements for those programs. The description will include a description of how that profession contributes to the community and society.

Annual Survey

The Survey Research Initiative at Teachers College, Columbia University¹⁴ has created separate surveys for student, parents and staff that we will use to gather information on Voices's overall performance. Surveys are created online and administered on-online or paper and pencil form. Surveys will consist of a combination of multiple choice items and open-ended questions. Survey questions seek information about overall satisfaction with the school culture, the academic program, the working and learning environment, and satisfaction with the school's staff an administration.

Data Collection

Data collection includes, but not limited to:

- Standardized Test Scores (such as CAST, CAASPP, CELDT/ELPAC)

¹⁴ <http://www.tc.columbia.edu/sri/index.asp?Id=Featured+Services&Info=Variety+of+user%2Dfriendly+surveys>

- Running Records/Book Levels (such as Fountas & Pinnell Benchmark Assessment®)
- Interim assessments in language arts, writing and math (English and Spanish)
- Unit tests, exhibition projects/rubrics and portfolios, surveys/checklists and other teacher created tests and screening tools
- Report cards (Grade level, Civic)
- Physical fitness test
- Surveys

Screening procedures include (but are not limited) monitoring each student's:

- Level of reading comprehension
- Phonological and Phonemic awareness and knowledge
- Concepts of print
- Phonics knowledge
- Reading strategies
- Use of language and text structures
- Decoding
- Mathematical automaticity
- Mathematical numeracy

Big Goals

Big Goals encourage a results-oriented mindset and provide clear guidance to set priorities. It allows our students to be involved in the learning process, while committing teachers to an accelerated endpoint. Instructional time is maximized because teachers will strategically and coherently allocate the time and resources necessary to meet the Big Goals. A further benefit of Big Goals is that it assures alignment of instructional time based on the needs of students, rather than allotting time based on personal preferences or ideologies. A Big Goal is:

- Comprehensive and Standards based
- Motivating
- Achievement-oriented and attainable
- Results-oriented
- Trackable
- Transparent to students

Data Analysis Procedure

Teachers will administer cumulative standards-based interim assessments in math, language arts, writing, and language development a minimum of three times per year per the Assessment

Schedule (assessments for Social Studies and Science are given as part of UbD units and grade level constructed assessments and are analyzed during regular Data Meetings). Following each assessment, teachers will have two days to process, analyze and share data with teaching and administrative staff and to develop plans for re-teaching (ROCI). The fall and spring assessments will be followed by parent teacher conferences where teachers share student's results and develop a plan including appropriate interventions with the parents. Additionally, each assessment will be followed by a re-teach period based on identified standards or skills in need of re-teaching to the whole class, small group and individual students.

Data gathered about individual students, teacher, and grades from both interim assessment and standardized tests are used to drive future professional development, curriculum selections and programmatic changes.

Use and Reporting of Data

Voices' staff will maintain a Student Information System ("SIS"), such as Power School or Schoolzilla, and disaggregate assessment and performance data by gender, language, ethnicity, grade level, EL and RFEP status, socio-economic status, and length of time with Voices, etc. Matched scores are used whenever appropriate. As a result of the analysis of student achievement data, Voices targets areas in our program, professional development and instruction to address student needs and improve student outcomes. Each year a needs assessment will be formulated with resources directed to meet targets. Assessment results are conveyed to the community through the SARC as required by the CDE, the school newsletter, parent information night, the Governance Board, and authorizer annual report.

Decisions to modify or redirect classroom strategies, program strategies and/or material resources during the school year are made by the classroom teacher, whole instructional staff, and instructional leader as appropriate. Decisions will be made on a daily basis to guide instruction, on a biannual basis to diagnose program trends, and on an annual basis to evaluate program effectiveness.

Parent/teacher conferences will be held at least two times per year. Individual student results and achievement targets will be shared with parents at this time. In addition, pupil progress will be communicated to parents regularly using a standards based report card and progress reports if needed. In addition, students with an IEP and receiving intervention services or with an active SST receive more frequent progress reports. All information conveyed to parents of Spanish-speaking students will be translated by staff. Reasonable efforts will be taken to provide information in primary language to families speaking languages other than Spanish.

Reporting Program Effectiveness to Authorizing Entity, Board, Parents, and Other Stakeholders

The school will report program effectiveness yearly to all stakeholders, including the Authorizer, through various instruments and measurements including but not limited to:

- School accountability Report Card (SARC)
- LCAP
- Local Educational Agency Plan
- Title III AMAOs
- Authorizer report (in a format agreed upon between the authorizer and Charter School)
- Voices Board Reports

The Charter School shall share such reports in various manners including parent meetings, newsletter, website and other social media, Board meetings, in print and in English and Spanish.

Element 4: Governance

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Nonprofit Public Benefit Corporation

The Charter School is a directly-funded independent charter school operated by Voice College-Bound Language Academies, a California nonprofit public benefit corporation pursuant to California law. The Charter School operates autonomously from the Authorizer, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the Authorizer and the Charter School. Pursuant to California Education Code Section 47604(c), the County shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law.

Attached, as Appendix L, please find the Voices College-Bound Language Academies' Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Charter Management Organization Support and Services to Charter Schools

Voices College Bound Language Academies ("VCLBA") is the nonprofit public benefit corporation that operates as a charter management organization ("CMO") that supports the instructional and operational needs of all VCBLA charter schools. This ensures accountability to the core beliefs and replication of the successful Voices model. The CMO provides a level of autonomy to the Charter School principal, but many instructional best practices are imported from the flagship school and implemented universally throughout the CMO's charter schools.

The CMO office is structured to provide excellent school support to drive student achievement at the school level and build cohesive relationships between the network and Charter School staff. At minimum, monthly meetings between the CMO office and Charter School leadership, plus monthly Charter School visits provide an open-minded and reflective environment for continuous improvement and professional growth.

The services provided by the CMO to the Charter School are detailed in the Voices CMO-School Management Services.

Board of Directors

The Charter School will be governed by the VCBLA corporate Board of Directors (“Board of Directors” or “Board”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than five (5) directors. The purpose of the Board is to assume responsibility for the governance of the Voices College-Bound Language Academies charter schools. In accordance with Education Code Section 47604(b), the Authorizer may appoint a representative to sit on the Board of Directors.

All directors shall have full voting rights, including any representative appointed by the charter school authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint additional director(s) to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors, except authorizer representatives, if any.

The term of office for members of the Board of Directors shall be three (3) years. Insofar as possible, directors’ terms shall be staggered. With the exception of the initial Board members, who may serve an unlimited number of terms, no Board member may serve more than two consecutive three year terms.

The following members constitute the Board of Directors. In addition, the Board will continue to secure additional persons with expertise as needed to sustain an excellent organization and ensure the effective and responsible use of public funds.

Current Board

Board Member	Bio	Skills
Alice Miller	Alice Miller is a founder of California's first charter school, the San Carlos Learning Center, and a founder of two charter high schools. Ms. Miller worked for the California Network of Educational Charters from 1996-2003. She was the Administrator and CFO for Aurora Charter High School and has served on multiple non-profit boards and charter school boards. Ms. Miller has been the director of Knowledge Management for the California Charter Schools	Accounting, finance, charter school governance, charter school development, facilities, legal, compliance

	Association (“CCSA”) since 2004. She is the technical assistance expert for CCSA, and provides guidance on legal, fiscal and compliance regulations, as well as workshops to charter schools in California and in the nation.	
David Richards	David Richards has a BA in History from UC Berkeley and an MA in Education from Stanford University. He brings over 15 years of experience teaching and administering in suburban and urban schools in the Bay Area and in Latin America. He is the Founder and CEO of Growth Public Schools. He was formerly the Chief Regional Officer at Summit Public Schools, a charter network in the Bay Area, responsible for the oversight and management of the Bay Area schools and the day to day operations of the organization. At Summit, his responsibilities have included program design, hiring, evaluation, student recruitment, budget development and management, curriculum and instruction, discipline, fundraising, and leadership development. He also worked as a curriculum writer and a special education consultant. During his time as Executive Director, of Summit Rainier and Tahoma, he led the organization to ultimately overhaul the school model into next generation schools that leverage the power of technology and focus on deeper learning to prepare students for success in the 21st Century.	Education, school administration, human resources, strategic planning, charter school development
Sara Reyes	Sara Reyes is the Division Director for Children, Youth, and Family Development at Catholic Charities of Santa Clara County (“CCSCC”). Ms. Reyes has been with CCSCC for 11 years and manages over 25 contracts with the Division budget exceeding 4 million dollars. Ms. Reyes holds a Bachelors Degree in Liberal Arts from	School age programs, grant writing, project management, human resources, philanthropy,

	<p>The National Hispanic University and a Masters in Public Administration from San Jose State University. Some of her active memberships include the Franklin-McKinley Children's Initiative Governance Board, the California School-Age Consortium Board, and Los Padrinos Board for the Washington United Youth Center. Ms. Reyes volunteers at St. John Vianney School, Alum Rock Little League, and the Police Athletic League's Berryessa Cougars Football.</p>	<p>community outreach</p>
<p>Kristen McCaw</p>	<p>Kristen McCaw is the Chief of Staff at Summit Public Schools. Previously at Summit, Kristen was responsible for opening new schools, executing on the organization's policy agenda and leading advocacy efforts. Prior to joining Summit, Kristen served as Director of School Development, Bay Area, at the California Charter Schools Association. In this role, she crafted a regional growth strategy and provided guidance on all aspects of the school design and development process that supported the launch of 24 new schools. Previously, Kristen managed special education and assessments at a network of charter schools in Harlem, led the implementation of systems designed to improve teacher and student performance, conducted research on school-transformation policies, and launched college preparation programs for students living in New York City public housing. This work ignited her commitment to ensuring that children in every neighborhood can access an education that will equip them to be the authors of their own futures and leaders in their communities. Kristen holds a B.A. in Politics from New York University and an M.P.A. from the University of Southern</p>	<p>Charter school development, non-profit management, education reform, public administration, fiscal management, Special Education</p>

	California	
Duy Vo	Duy is the Head of Engineering for NimbleRx, a pharmacy that enables prescriptions to be delivered to patients. Duy support the Voices Team by contributing his experience in entrepreneurship, finance, technology, and growth. Prior to his current role at NimbleRx, Duy was Chief Technology Officer and Co-Founder of FundPaaS, an online platform that helps businesses meet working capital requirements via crowdfunding. Duy earned his B.S. and M.S. from San Jose State University, and is passionate about using his software building skills to positively impact the world.	Financial management/accounting, strategic planning
Kim Wisckol	Kim serves as the Director of Total Rewards at Gilead and brings valuable experience in Human Resources to the Voices Board of Directors. She began her career at a nonprofit social services organization where she spent 7 years, the last 4 as Executive Director. After earning her M.B.A., she switched to the for-profit sector and spent 30 years in human resources. Working with organizations of all sizes and reaches, Kim developed and implemented performance management systems, compensation and benefits programs, organization development strategies and employee and management training programs. Highlights in her career include implementing a food and shelter program in conjunction with area churches and receiving an United Way award for most innovative counseling program while at the nonprofit; designing the organizational development strategy for a business forced to change its product market; and implementing the compensation and performance management systems for a newly public medical device	Human Resources, communications, non-profit management

	company.	
Servando Sandoval	<p>Servando Sandoval is a partner with the Pahl & McCay Professional Law Corporation practicing in the areas of Commercial Litigation, Business Litigation, Real Estate, and Labor and Employment Law. He has extensive experience in all facets of employment law and fair housing laws, including counseling clients as to day to day employment and housing issues, conducting investigations and defending claims before all Courts and in administrative hearings. He graduated with honors, cum laude, from the University of California at Los Angeles in 1995 with a degree in Communication Studies with an emphasis in Chicano Studies. He received his Juris Doctor in 1999 from the UCLA School of Law, where he served as Editor for the Chicano-Latino Law Review. He is admitted to practice in the state of California, including the District Courts in and for the Northern and Central Districts of California, as well as the U.S. Court of Appeals, Ninth Circuit. Mr. Sandoval is the Chair of the Board of Directors of the Hispanic Chamber of Commerce Silicon Valley. Mr. Sandoval also serves on the Board of Directors for the San Jose Day Nursery.</p>	Law, real estate
Diego Arambula	<p>Diego Arambula serves as an Entrepreneur-in-Residence for GO Public Schools in Fresno, CA. He brings experience as a Chief Growth Officer, founding principal, and teacher for Summit Public Schools. As Chief Growth Officer and a member of Summit's Executive Team, Diego helped Summit expand its network and grow its impact through innovative partnerships across the country. He began his professional career in politics, serving as the Communications Director for U.S. Representative Cal Dooley after serving</p>	Education, communications and PR, real estate, strategic planning

	<p>as Dooley’s Deputy Campaign Manager for a hard-fought campaign in California’s Central Valley in 2000. Diego earned his A.B. in government from Harvard University and a Master’s in Education from Stanford University. A Pahara-Aspen Education Fellow and member of the James Irvine New Leadership Network, Diego is also on the board of Summit Public Schools and of the Downtown Fresno Foundation.</p>	
Holly Glover	<p>Holly Glover is the Managing Director of Foundation Partnerships at Teach for America - Bay Area, where she leads regional development efforts across the organization's portfolio of educational foundations. Prior to joining TFA, Holly was a founding staff member of Alpha Public Schools in East San Jose, where she served as the Director of Operations and oversaw all non-academic functions of the Charter Management Organization. Holly holds a Master's Degree in Educational Policy, Organization, Leadership Studies from Stanford University and is a resident of San Jose.</p>	<p>Charter school management, compliance, development, education policy, operations, talent.</p>
Darnell Cadette	<p>Darnell Cadette is an Associate at Startup: Education. Darnell previously worked at Teach Plus, where he served as the Washington D.C. Program Manager for the T3 Initiative, supporting the leadership development of teachers to improve the instructional practice of their colleagues and accelerate student academic outcomes school-wide. Prior to Teach Plus, Darnell worked as a communications consultant, managing a portfolio of community engagement and communications projects for education non-profits and school districts in the D.C. Metro</p>	<p>Development, Educational Policy, Non-profits, teacher leadership, community engagement</p>

	<p>Area.</p> <p>Darnell holds an MPP in Education Policy and a BA in Political Science from the George Washington University. He currently resides in the Bay Area.</p>	
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The Board may establish committees, other than an executive committee, each consisting of two (2) or more directors, in accordance with Section 5212 of the California Nonprofit Corporation Law. Such committees may include, but are not limited to, Finance, Audit, Governance, Personnel, and Development Committees. VCBLA may also create such committees as may from time to time designate by resolution of the Board of Directors. Such other committees may consist of persons who are not also Directors of the Board. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as “advisory” committees. Such committees shall operate in accordance with the applicable provisions of the Brown Act.

Selection and Development of Board Members

Board members must have a commitment to the vision, mission and values of VCBLA’s charter schools and to the equitable allocation of funds. Board members must also have a commitment and a readiness to be active learners in our school community. For instance, Board members are willing to participate in trainings and other learning experiences that supplement necessary skills and provide training in effective board practices and understanding of educational theory that drives our school. Funds shall be budgeted annually to support training in key and critical areas (e.g. fiscal, governance, managerial, etc.)

VCBLA will seek to ensure that the members represent a broad area of expertise and a broad cross-section of the school communities and community-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountability, business, community outreach, marketing and philanthropy.

Board Meetings and Duties

The Board of Directors of VCBLA will meet regularly and in accordance with the Brown Act. The Governing Board shall be responsible for decision-making concerning the operation and fiscal affairs of all charter schools it operates, including Voices. The Board shall ultimately be responsible for the operation and activities of the Charter School. The primary roles and responsibilities include:

- Oversee implementation of the Charter;

- Follow policies and procedures regarding self-dealing and conflict of interest as laid out in the bylaws;
- Adopt, implement and interpret Board policy;
- Hold the Executive Director accountable for the academic and fiscal responsibility of the Charter School;
- Allocate funds equitably;
- Approval of hiring, discipline, and removal of the executive director;
- Adopt Charter School specific budget;
- Review and Approval of LCAP;
- Approval of overnight or out of state field trips;
- Approval of charter amendments;
- Approval of contractual agreements;
- Advocate on behalf of the Charter School by working to fundraise and establish partnerships with community organizations, institutes of higher learning, non-profit foundations and corporate entities that support education through noncommercial relationships.

The Board intends to hold Regular meetings in each of the counties in which it operates schools to ensure local participation from each charter school that it operates. The Board may initiate and carry on any program or activity or may otherwise act in any manner which is not in conflict or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

VCBLA shall comply with the Brown Act.

VCBLA has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflicts Code has been submitted to the County Board of Supervisors and has been approved.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies (see Appendix L). The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;

- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Conduct of Meetings

All Charter School Governing Board meetings and committees will be conducted according to regulations listed below:

- All meetings shall be posted, agendaized, and conducted in accordance with the Brown Act, and otherwise governed by provisions of the Brown Act.
- For advisory committees, committee members may determine the degree of formality necessary to conduct business.
- Each committee will select a recording secretary. Minutes of each meeting will be recorded by the recording secretary, made available to the staff, public, and Governing Board.

Board Training

The Board will attend conferences and in-service opportunities for the purpose of training individual board members regarding their conduct, roles and responsibilities to ensure all members have the necessary information and capacity to be effective. Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at regularly scheduled Board meetings and retreat each year. Trainings may be provided by VCBLA's legal counsel, the California Charter Schools Association, or other experts. Topics may include, but are not limited to, such items as:

- conflict of interest
- charter school legal compliance
- Brown Act
- special education
- budget and finance

Executive Director Role

The Executive Director shall be the Chief Executive Officer of VCBLA and shall, subject to the control of the Board of Directors, supervise and control the affairs of VCBLA and the activities of the employees of VCBLA. The Executive Director shall perform all duties incident to the office and such other duties as may be required by law, by the Articles of Incorporation, by these Bylaws, by the Charter School's Charter, or which may be prescribed from time to time by the Board of Directors.

- a) The Executive Director shall carry out the policies of the Corporation and the decisions of the Board of Directors.
- b) He or she shall propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.
- c) He or she shall be expected to anticipate the developing needs of the Corporation, charter schools and the community, both short- and long-term, and to interpret those needs and changes for the Board.
- d) He or she shall be responsible for keeping the Board well informed on all matters pertaining to the Corporation at all times.
- e) The Executive Director, or his or her designee, shall be an ex-officio member of all committees related to the CMO.
- f) At each regular meeting of the Board of Directors, the Executive Director shall make a report of the Corporation, and shall present an annual report of the Corporation's activities at the annual meeting of the Board of Directors.
- g) The Executive Director shall be responsible for coordinating the screening, interviewing and hiring, promotion, discipline and dismissal of the full-time teaching faculty, part-time teachers, and all other Charter School and CMO staff, setting salaries within the minimum and maximum limits established by the Board of Directors, and shall conduct or cause to be conducted annual reviews of all personnel.
- h) The Executive Director shall be responsible for all required reporting to authorizer(s) and the California Department of Education. Except as otherwise expressly provided by law, by the Articles of Incorporation, by the Bylaws, or by the Charter School's Charter, the Executive Director shall, in the name of the Corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.
- i) The Executive Director shall carry out the duties of the position consistent with the mission and vision of the School, and shall lead by example in implementing the various principles enunciated in the Bylaws and the Charter.

The Principal

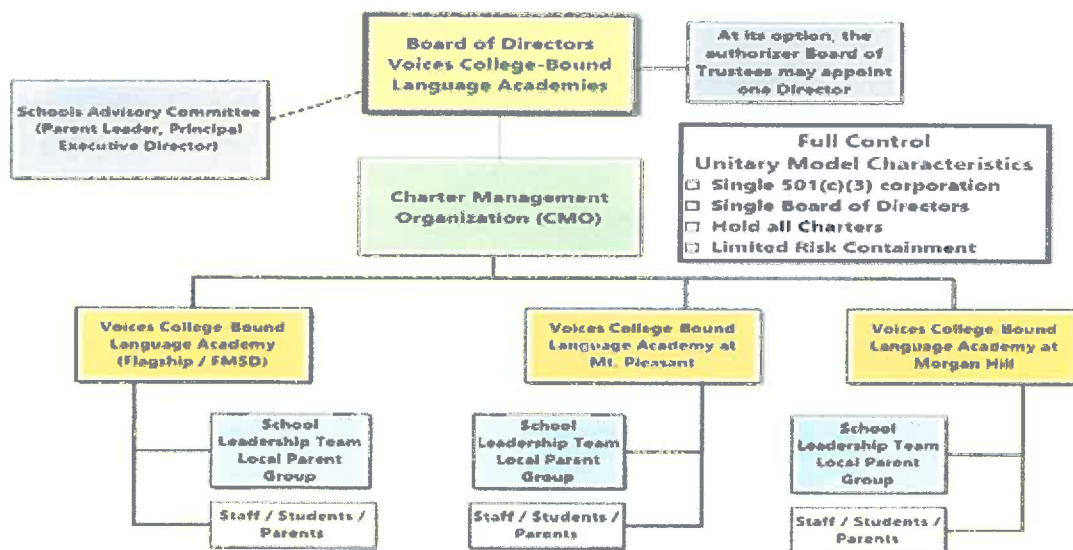
The principal will be the leader of the Charter School. The principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The principal must report directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The principal shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Executive Director and Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the County;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend Authorizer meetings as requested by the Authorizer and stay in direct contact with the Authorizer regarding changes, progress, etc.;
- Attend meetings of the Authorizer on oversight issues as requested by the Authorizer;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third party provider.

Organizational Chart



Parent Engagement

Parents at Voices Academy are provided with opportunities to learn how to best support the success of their children as well as ways to develop as leaders in their own right. The Parent Liaison and the principal or designee offer workshops of interest not only to parent leaders but also to the whole school community. These workshops cover such topics as Voices' academic model including ways families can engage with their children specifically in math and reading, workshops about benchmark assessments and what to expect and training sessions about topics ranging from Common Core Standards to meeting with elected officials to running meetings, giving reports and sharing testimonies. Furthermore, each grade level team designs and facilitates at least two parent workshops over the year which focuses on grade-specific content. Voices' workshops are given in English and Spanish and child care is provided. The Parent Liaison and/or principal or designee also identify opportunities to bring resources to campus to make available for families, such as immigration support and food and clothing resources.

Another way that parents are encouraged to participate in their child's life is through Family Field trips, such as family hikes, university visits and trips to visit local museums. Each grade level plans at least one trip a year that happens on a weekend to ensure access to families who

work during weekdays and evenings. Teachers choose locations, activities or events to which most students in the community would not likely visit or be exposed. Parents learn about opportunities in the community to enrich their child’s life and learn along with their children. Teachers model how to interact with students with high level questions and discussions.

Parental Involvement

Voices believes that parent engagement is key to student’s success. However, no parent involvement plan shall require mandatory service from parents, and under no circumstances shall any student suffer any adverse consequences, including without limitation, denial of admission or readmission based upon a parent’s level of service to or other contribution to the Charter School.

We recognize that every parent is able to be involved at different levels due to individual-specific family, work, cultural reasons and even health issues. The definition of parent involvement that Voices values above all else is parental concern and home support of the Charter School’s efforts to educate the student through love, nurturing and good parenting. Parents are expected to exhibit:

- Commitment and willingness to fulfill the parent agreement.
- Commitment and willingness to adhere and support all policies as outlined in the Voices College-Bound Language Academy Family Handbook.
- Two way communication between the Charter School and home.

Parents may also participate in the Charter School through the following opportunities:

Informal	Formal
<ul style="list-style-type: none"> ● Tutoring ● Homework Center ● Classroom volunteer ● Parenting classes ● Parent workshops ● Parent-teacher conferences ● Family field trips ● Community-building activities and celebrations ● Plaza Comunitaria 	<ul style="list-style-type: none"> ● ELAC, CAC, Voices Parent Advisory Committee (VPAC)¹⁵ ● Safety Team ● Parent Leadership Development and Training ● Schools Advisory Committee ● Governing Board

¹⁵ Local group comprised of parents, teachers and administration that are responsible for such school level matters as fundraising, review of parent surveys, review of parent involvement opportunities, community celebrations and activities, audit of instructional practices and student achievement, etc.

<ul style="list-style-type: none"> ● Eighth grade Exit Interview Teams ● Family orientation sessions ● Prospective parent tours ● Various other committees as deemed necessary 	
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Informal Opportunities for Parent Engagement

Every attempt will be made to accommodate parents to allow them to participate in some capacity at the Charter School according to their schedules and interests. Parents are surveyed as to what topics are of interest to them and to the best of our ability we will design and plan workshops to meet their needs. In addition, Voices adds programs and opportunities to meet their needs. Notices are placed on a community bulletin board at the Charter School and sent home with students in both English and Spanish every Tuesday (Tuesday Envelope).

Voices invites community services and businesses to Charter School events to support our families' development. For example, Gavilan College in partnership with Advent Lutheran Church provided Adult English classes for parents, the library attended school festivals to sign up families for library cards and share about library resources. Center for Love and Learning is an ongoing support to Voices families through classes and resources as well as connecting Voices to families who may not know Voices is an option for them.

We also host yearly meetings for parents of CELDT/ELPAC (ELs) and CAASPP test-takers so parents understand both what the tests entail and what the score reports mean. All of these meetings provide families with an opportunity to understand the goal and their child's progress relative to that goal. Additional informal methods of parent communications will include:

- Report cards
- Phone calls home (informational from teachers, and satisfaction check-ins from liaison)
- Surveys (annual, parent-teacher conference, events, activities, workshops, etc.)
- Remind 101
- Tuesday envelope (weekly information)
- Website
- Social media
- Principal open door policy
- Auto call system

Formal Opportunities for Parent Engagement

The Charter School strongly believes in the voice of all stakeholders being heard. This belief is reflected in its governance structure, parent engagement and leadership opportunities. Moreover, we recognize that many of the parents in our community have been marginalized and their voices unheard. Many may have had limited education and leadership opportunities, or are non-English speakers. We strongly believe that those things that dominant society often considers a deficit (language, cultural practices, etc.) are strengths, an asset that Voices families bring with them. As such, we have established processes for parent empowerment and leadership development to ensure parent voice at all levels of Charter School decision-making.

The Charter School community will be kept informed regarding school-wide and sub-group specific issues through written materials, website, and public forums such as the Leadership Team, ELAC, CAC, and VPAC community meetings which are held on-site. The whole-school parent community participates in electing fellow parents, as applicable, to leadership positions within these groups. These elected leaders, as well as all other parent leaders who wish to, will have opportunities to develop through leadership trainings provided by the Charter School or arranged with outside agencies. Individual parent leaders will also be encouraged to consider participation at the Schools Advisory Committee.

The Schools Advisory Committee will be comprised of at least one parent leader from each school in the network, the principal from each school, and the Executive Director or designee. Their primary purpose is to communicate local issues at the organizational level and serve as advisors to the Board. The committee will meet at least three times per year at a location and time determined by the committee. The Schools Advisory Committee will also be afforded training opportunities to further their expertise and knowledge base regarding such topics as school funding and laws.

Voices' parent Safety Team will assist administration with ongoing facilities inspections.

Parent Leadership Development and Training is aimed at equipping parents with the tools and mindset necessary to be successfully civically engaged in their school, community, city and state. Parents develop their own learning culture, much like teachers and students. They receive training and coaching from Voices' Parent Engagement Manager or Parent Organizer and they, in turn, provide information and teaching to the broader school community at Community Gatherings.

Element 5: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

Voices hires teachers, school support staff and administrative staff as the Charter School grows and needs arise (see Appendix M for job descriptions of some key employees). Due to the growing nature of the Charter School, responsibilities are subject to change at any time. A single individual may assume the responsibilities of more than one position, or staff may be shared between Voices and the Voices Flagship, especially during the Charter School's early years. In addition, Voices may contract with outside vendors for business services, legal consultation and facilities expertise as needed.

General Requirements for All Employees

A high level of effort and commitment is needed by staff of Voices. Service at Voices is regarded as a privilege. Every employee must consider it an honor to be in the presence of children. All employees must fully support the mission, vision and values of the Charter School and must be willing to actively and enthusiastically participate in a professional learning community. Additionally, all staff must demonstrate a strong desire to teach an academically rigorous curriculum and have an unswayable belief that all students can achieve at high levels. Therefore, it is expected that applicants for positions at Voices measure up to the highest standards.

Qualifications of the Principal

Besides being responsible for planning, coordinating, supervising the day-to-day business operations of a school and instructional program, the principal is responsible for the instructional leadership of the Charter School including evaluation of all certificated and non-certificated personnel; planning and implementing staff development; managing, monitoring, analyzing, taking action, and evaluating those actions based on a variety of data sources (statistical, anecdotal, observational, etc.). The principal responsibilities also include, but are not limited to those outlined in the job description.

The principal of Voices must have educational experience and a direct knowledge of the curricula, techniques, and expectations of the profession. More specifically, the principal must have experience with Dual Immersion Programs and/or English Learners. The principal must be committed to the best education possible for all students and must be able and willing to work cooperatively with staff, the students, and the community. The principal must also have leadership qualities and a vision consistent with the school's mission and educational program.

Charter school experience, English/Spanish bilingualism, an MA and a Tier II Administrative Credential are desirable qualifications.

Candidates for principal shall be screened, interviewed by the Executive Director (or his or her designee) and hired by the Governing Board. The principal shall report to the Executive Director and be accountable to the Voices Board.

Qualifications of Teachers

All teachers of core, academic subjects at Voices shall hold an appropriate Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold (Education Code Section 47605(l)).

Teachers shall hold a Bachelor's Degree and prior teaching experience is desirable. Additionally, the Charter School will hire teachers who are bilingual Spanish speakers (if their position demands it), have a desire to teach English Learners, historically underserved communities, and have an appropriate credential with authorizations as needed. The Charter School will maintain a current copy of teacher certificates on file and ready for inspection at the CMO office. The Human Resource Manager will monitor compliance and assignments at least once per year and report to principal in a timely fashion.

Voices College-Bound Language Academy reserves the right to hire or retain non-certificated instructional staff for noncore, noncollege preparatory courses if that prospective staff person has an appropriate mix of subject matter expertise, professional experience, and demonstrated capacity to work successfully in such capacity. All non-instructional support staff will possess experience and expertise appropriate for their position.

Voices College-Bound Language Academy may also hire or retain a non-certificated instructional support staff (Associate Teachers) to support core or college subjects. In such instances, the instructional support staff will meet one of the following qualifications: two years of higher education study, an associate degree or higher, or a passing score on a formal state or local academic assessment that demonstrates the ability to assist in teaching reading, writing, and mathematics.

Itinerant Staff and Agencies

All individuals and agency staff shall be qualified to provide education services as required by the Education Code and the IDEA as applicable.

Non-Certificated Administrative Staff

Voices College-Bound Language Academy employs or retains non-certificated administrative staff to be responsible for administrative duties, including record keeping, office management, and other non-instructional duties as assigned. The administrative staff shall possess experience and expertise appropriate for their position within the school as outlined in their job description.

Professional Development

Teachers will be provided with one hour of daily professional development five times per week. Mid-day block not only affords teacher with the time need to learn and collaborate as professional that has been proven to directly correlate with high student achievement, but also provides time for student intervention and enrichment activities.

Voices teachers will engage in continuous, daily professional development and in cycles of inquiry based on the following essential questions:

- What content knowledge is necessary for me to deliver excellent instruction?
- What is the best way to address this skill or knowledge during the lesson?
- Has anything changed for my students because of the ACTION I have taken?
- Were learning goals actually reflected in the outcomes of student work?
- How do I know my students have learned?
- What do I do when students don't learn?
- What do I still need to learn to better serve my students?

Teachers will be supported in their professional growth with ample time for planning and collaboration and resources for improving instruction. Professional development will be led mutually by teachers, the academic coach, and the principal, who serves as the instructional leader. Professional development time is driven by the principal's classroom observations, student data and teacher needs. Regular scheduled professional development time is used to read articles, books and research and discuss findings and application to Charter School. This type of research leads to the development of a common language shared by both administrators and staff, which in turn helps us realize our school mission and vision. Other time is devoted to data analysis, intellectual preparation, looking at student work, community building, and collaborative planning of lessons, units, and curriculum.

In addition to regular school year professional development, teachers also engage in a 2 week summer retreat/in-service. This time is dedicated to understanding and fostering school culture, explicitly stating high expectations for all, curriculum mapping, scope and sequence development, unit and lesson intellectual preparation, Power Standards development and to other yearlong school wide planning.

Teachers provide feedback on professional development via surveys. Surveys are collected during summer all teacher and new teacher training, Days of Practice (network in-service days) and occasionally during the school year. Surveys are used by network and school leaders to refine the structure and content of sessions. Feedback is also shared publicly with teachers to encourage a culture of feedback and growth mindset across all levels.

Staff Observations

The principal or designee is responsible for observing and supervising all Charter School staff. The principal or designee conducts both formal and informal observations. Informal observations may consist of daily classroom walk-throughs, review of lesson plans, observation of interactions with fellow staff and contributions to professional conversations.

Teacher Evaluation

Voices Flagship (with teacher, administrator and Board input) examined a new approach to evaluate the performance of teachers. This resulted in a Teacher Performance Rubric and procedure for teacher evaluation. Successfully increasing student achievement requires creating and sustaining organizational structures in schools that focus on assessing and improving teaching and learning. Teacher evaluation is one of those structures.

The rubric provides a detailed view of the professional practice that teachers are expected to demonstrate. These standards define the skills, knowledge, professionalism, and expertise that are expected of teachers at Voices. It is against these standards that teachers are evaluated annually.

Voices recognizes that teachers are also learners and need a collegial and supportive atmosphere in order to thrive. We believe that a teacher evaluation process that focuses on teachers working in partnership with supervisors is more effective than traditional evaluation procedures. Consistent with the movement for standards for students, this approach starts with a comprehensive model or description of what teachers should know and be able to do, represented by explicit standards covering multiple domains and including multiple levels of performance defined by detailed behavioral rating scales. Voices implements a standards-Based Teacher Evaluation System to:

- Ensure high student achievement;
- Align mission, vision, and goals with practice;
- Foster opportunity for professional growth and constant learning;
- Establish common understanding of teaching expectations;
- Develop a more explicit internal accountability focus to support the external accountability required by the school's charter and public accountability; and

- Provide guidance for teacher's efforts to improve practice.

The rubric promotes an evaluation system in which the type of bonus pay a teacher receives depends upon knowledge, skill, and performance. This is intended as a cooperative process, with the responsibility for documenting and tracking accomplishments shared by the teacher and the evaluator. Teachers are encouraged to keep a Professional Portfolio.

Yearly Procedures

1. Principal or designee provides a copy of the Knowledge and Performance Rubric to the teacher.
2. Principal/designee will have conducted a minimum of one observation visit.
3. Pre-Evaluation Conference –The teacher conducts a self-evaluation and meets with the principal or Designee to discuss the preliminary rubric standing.
4. The first Rubric evaluation is completed by the principal /designee and provided to the teacher.
5. Principal/designee will conduct at least two additional observation visits.
6. The final Rubric evaluation is completed by the principal /designee and provided to the teacher.

Other Staff Evaluations

Evaluation procedures will be conducted in a manner established by the administration and approved by the Board. Procedures may include supervision and evaluation, self-evaluation, and professional goal setting.

Element 6: Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237, Education Code Section 47605(b)(5)(F).

Voices will follow clear procedures to ensure the health and safety of pupils and staff. Voices has adopted and implemented site-specific comprehensive health and safety plans and risk management policies in consultation with insurance carriers and risk management experts prior to the Charter School's opening. Health and safety policies will be annually updated and reviewed. These policies will be distributed to all staff and families.

The Charter School is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the Charter School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to immediately report to their supervisor any potential health or safety hazards and all injuries or accidents. In compliance with Proposition 65, the Charter School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

All staff members will also be well versed in established safety and emergency precautions, including Code Red (intruder alert), Code Blue, and fire and earthquake drills. Staff members, including yard duties and clerical workers, are required to attain CPR and First Aid certification and maintain these credentials. In addition, staff is required to complete online Safe Schools seminars related to emergency situations, including how to properly proceed in the presence of blood-borne pathogens, first aid, child abuse reporting, and playground safety. Trainings are differentiated according to the position the staff member holds at Voices. Additionally, all recommended safety drill procedures and evacuation maps will be posted in all classrooms.

Tuberculosis Risk Assessment and Examinations

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once every four years thereafter, as required by Education Code Section 49406.

Procedure for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining criminal record summary. The Charter School shall not hire any person, in either a certificated or non-certificated position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Human Resource Manager of the CMO shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

First-Aid and CPR Training

All individuals working with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, principal, school assistants, yard duty) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

All new teachers are required to complete one approved three-hour course in Cardiopulmonary Resuscitation (CPR) and one approved three-hour course in first aid before their first official day of school. All continuing teachers are required to take a refresher course in both CPR and first aid.

Role of Staff as Mandated Child Abuse Reporting

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

On-Line Safety Training

The safety of all employees and students is of utmost importance. We are pleased, therefore, to offer the SafeSchools professional development and training courses to our staff. All employees are required to receive certain mandatory trainings each year. These courses are informative and helpful in maintaining safe working conditions for employees and students. The trainings are offered online, and most are also offered in Spanish.

Communicable, Contagious, or Infectious Disease Prevention Policy

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire Charter School community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See Immunizations/Physical Exams). Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Exposure Control Plan for Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus

(HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Vision and Hearing, and scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Administration of Medication

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of as race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

Element 7: Means to Achieve Racial and Ethnic Balance

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Voices believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will learn to value and respect diverse experiences and people. Voices will ensure that all Morgan Hill residents are given an equal opportunity to apply for enrollment. We will assure that those students with lower academic achievement levels are informed of the option for Charter School enrollment through targeted recruitment efforts in locations and through means likely to reach this target population. We are committed to serving any child who wishes to attend Voices and our recruitment efforts include outreach to Latino, English Learner, and socio-economically disadvantaged populations.

Voices engages a variety of means and strategies to strive to achieve a racial/ethnic balance reflective of the general population of the District. These strategies include:

- Developing promotional materials, such as brochures, flyers, advertisements and radio spots in English as well as Spanish.
- Outreach efforts via neighborhood groups, community organizations, churches such as St Catherine's parish and St Mary's in Gilroy and other leadership organizations.
- Visiting local preschools, social service agencies, clinics, community centers, religious organizations, and other community organizations such as Center for Love and Learning to publicize the school.
- Attendance and participation at local events and activities to promote the Charter School and to meet prospective students and their families, such as Taste of Morgan Hill, Galvan park events, Friday Night Music Series, July 4th celebration, etc.
- Distributing promotional material to local businesses through membership in the Morgan Hill Chamber of Commerce, to the Morgan Hill and Gilroy libraries, resource centers and Gavilan Community College.
- Cultivation of a media presence by inviting local television, radio and print media to visit the school and learn about the instructional program.
- Ongoing updates to Voices' social media pages and website.
- Community walks through neighborhoods and door to door campaigns.
- Open house and tour visits for prospective parents.

Voices will document its outreach efforts, and analyze the information to evaluate if we have met our enrollment targets. On an ongoing basis, the Charter School will utilize this information to refine its outreach efforts. Voices will conduct the following recruitment monitoring efforts:

- Maintain enrolled student demographic information on a student information system (“SIS”).
- Keep on file documentation of the efforts made to achieve racial and ethnic balance.
- Convene the Schools Advisory Committee to yearly analyze the recruitment strategies’ effectiveness by reviewing applicant pool and enrollment data. Beginning in SY 2017-18 the Schools Advisory Committee will prepare a report for the board including any recommended changes to achieve racial and ethnic balance.

Element 8: Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The Charter School shall be nonsectarian in its programs, admissions policies, and all other operations and will not charge tuition. Students will be considered for admission without regard to nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Voices will actively recruit a diverse student population of students from within the District who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy. Prospective students and their parents or guardians are briefed regarding the Charter School's instructional and operational philosophy and are informed of the Charter School's student-related policies during community open houses.

Students wishing to attend Voices must follow the Charter School's admission procedures with respect to completing applications and enrollment forms and documents by the announced deadlines, and must attend an enrollment informational meeting after admission. Such meetings will occur multiple times, and will be held during the day, evenings and weekends to accommodate parent schedules. Should a parent be unavailable for a scheduled meeting, a private appointment may be arranged, to accommodate the parent/. Late return of enrollment documentation, following notification of admission, will result in loss of place on the admission list and placement at the end of the waiting list.

The Charter School establishes an annual recruiting and admission cycle, which includes reasonable time for all of the following: (1) outreach and marketing, (2) tour sessions for parents, (3) open enrollment and application period, (4) public random drawing ("lottery") if necessary, and (5) enrollment. The Charter School fills vacancies or openings that become available after this process using a waiting list.

Figure 8.0 – Anticipated Open Enrollment, Application, Drawing, Admission and Enrollment Process

January-February	Open enrollment: Application forms available in Charter School office or other publicized and accessible location and online at the Charter School’s website. Prospective parent tours scheduled and publicized.
End of February	Open enrollment closed: All application forms due to Charter School
Within two weeks of close of open enrollment	Public random drawing (if necessary).
Within a week of public random drawing	Admission notifications made.
Within two weeks of notifications	Enrollment Information meetings held
One month after enrollment packet handed out	Completed enrollment packets due back to the Charter School including, but not limited to: Proof of age, immunization records, Home language Survey, emergency medical information and parent agreement.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of the following students, who are guaranteed admission¹⁶ in the following school year.

- Students currently enrolled at the Charter School
- Siblings of students already enrolled or admitted into the Charter School
- Children of teachers or staff, not to exceed 10% of the total Charter School enrollment

Admission preferences in the case of a public random drawing shall be given to the following students:

- Students who reside in the District
- Students who qualify for free or reduced price meals

¹⁶ If the number of exempted students exceeds available capacity at any grade level, a lottery will be held within the group of exempted students to determine admission and begin the waitlist.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on the wait list in the order selected according to their draw in the lottery. The Charter School will accept applications for a specified period after the conclusion of the public random drawing. At the conclusion of this period, the Charter School will conduct a subsequent public random drawing and place students at the end of the waiting list in the order drawn. This wait list will allow the option of enrollment in the case of an opening during the current school year. In no circumstances will a wait-list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in English and Spanish in the application form, the Charter School's website, social media sites, and prospective parent tours.

Element 9: Annual Independent Financial Audits

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Voices' audit committee will select an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the Santa Clara County of Education charter division representative, the Voices audit committee, the State Controller, and the California Department of Education by December 15th annually. The audit committee reviews any audit exceptions or deficiencies and reports to the Voices Board of Directors within 30 days with recommendations on how to resolve them. The Board then submits a report to Santa Clara County of Education describing how the exceptions and deficiencies have been resolved to the satisfaction of Santa Clara County Office of Education along with an anticipated timeline for the same.

Any disputes regarding the resolution of audit exceptions and deficiencies are referred to the dispute resolution process contained in this petition. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of the Charter School is public record to be provided to the public upon request. The Charter School will annually budget the necessary funds for the audit to be conducted. Please see Appendix P for the Charter School's most recent audited financial statements.

Element 10: Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Voices Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the

Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be

sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be

subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive

educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - (c) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (d) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (e) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be

subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.

If it is determined by the Administrative Panel that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the principal or the principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the principal or

designee.

The conference may be omitted if the principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the principal or principal’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the principal or designee upon either of the following: 1)

the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by a recommendation for expulsion from the principal. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may expel any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the principal or designee determines that the pupil has committed an expellable offense and recommend the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination, whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or

influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. Right to Appeal

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (within thirty (30) days), at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The principal or

designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the Administrative Panel's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
 - b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
- or

- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible

Element 11: Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

VCBLA participates in the federal Social Security system for non-credentialed employees. Non-certificated employees may also participate in the VCBLA-sponsored 401(k) retirement program.

All eligible certificated employees may participate in the State Teachers' Retirement system ("STRS").

The CMO Human Resource Department is responsible for ensuring that appropriate arrangements for coverage, all mandatory deductions, and reports are made.

Element 12: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13: Employee Rights to Return

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employee of the Charter School and not of the District, unless otherwise mutually agreed in writing. Thus, the collective bargaining contracts of local school districts shall not be controlling. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14: Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

Dispute Resolution between the Charter School and the County

If either the Charter School or SCCOE determines that a violation of the Charter or MOU or any other applicable law may have occurred or a problem has arisen related to the operation of the Charter School and/or the SCCOE's oversight obligations, or a dispute otherwise arises between the SCCOE and the Charter School, the following procedures shall be followed to resolve the dispute:

1. Should the either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and the SCCBOE may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.
2. In the event that the SCCBOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a pre-requisite to the SCCBOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCBOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.
3. If the violation or issue in question does not constitute a severe and imminent threat to the health and safety of pupils and the SCCBOE has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue. ("the Dispute Statement") and refer the issue to the SCCBOE Superintendent and Charter School Executive Director, or their respective designees. The date that this written notice is orally provided or sent shall be the "Notice Date." Upon issuance of this notice the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10)

calendar days after the Notice Date., or as mutually agreed upon by both parties. The SCCBOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the Charter School's Executive_Director or the Executive Director's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4. Any period of time agreed upon at the meeting for the Charter School to attempt to cure the issue shall be deemed and is agreed by the Charter School and the SCCBOE to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(d) prior to revocation of the Charter may proceed to step 4 or take any other action they deem appropriate in response to the dispute.

4. If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and this MOU and may pursue any alternative legal options for resolution, including, the SCCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

Internal Disputes

The Board of Trustees of the SCCOE agrees to promptly refer all complaints regarding Voices operations to the Voices College Bound Language Academies Governing Board and Charter School principal or Executive Director for resolution in accordance with Voices adopted policies. The County shall not intervene in any such internal disputes without the consent of the governing board of the Charter School. Parents, students, Board members, volunteers, advisors, partner organizations, and staff at Voices will be provided with a copy of Voices policies and dispute resolution process and will agree to work within it. Parents receive student discipline and Uniform Complaint Procedures on an annual basis in the Family Handbook which outlines both a formal and informal process for complaint resolution The Board has also adopted a separate Prohibition of Sexual Harassment Complaint Policy and procedures.

Element 15: Closure Protocol

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. This will be the Executive Director, unless the Board selects a different person at the time of closure.

The Charter School will promptly notify parents and students of the Charter School, the Santa Clara County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure notification to the parents and students of the Charter School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the

records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the dispositions of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School, and shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures

set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix P, the Charter school will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Financial Planning, Reports, and Accountability

Business Management

Under the management of the Executive Director, the Director of Finance and Operations (DFO) at Voices Academies, the Charter Management Organization, has assumed the lead responsibility for financial matters at Voices under the policies adopted by and oversight provided by the Board of Directors. The DFO works closely with the Charter School's Business Manager on the day-to-day financial management needs of the Charter School.

In the area of Finance, CMO's services may include, but are not limited to:

- Budgeting
- Fiscal Planning
- Vendor Services
- Personnel and Payroll Accounts
- Accounts Payable
- Attendance Tracking Systems
- Completion and Submission of Compliance Reports
- Monitoring adherence to the charter process and laws

Financial Position

Voices has successfully run a financially solvent organization from inception, through conservative fiscal practices.

Voices has maintained a lean administrative staff and low overhead to funnel more funds to direct instructional materials and teaching staff. Currently, Voices is projecting a fund balance of \$161,000 for the year ended June 30, 2017. Voices' funding sources are diverse. The per-pupil payments from local and state sources and federal school funding programs are combined with grants and donations. Over the past two years, Voices has had a very disciplined and conservative approach to financial management. This financial discipline and rigor allows the school to manage financially if state budget cuts and deferrals are to occur. If a cash shortfall occurs, the Charter School will borrow needed monies from the CMO at the Applicable Federal Rates at the time of the loan with a repayment schedule of 36 months.

Budgeting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Each spring, Voices establishes an annual budget, monthly cash flow projections, and a five-year financial projection. The Executive Director and the DFO prepares the budget, and have the support of their outside CPAs. The Executive Director and the DFO works with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget includes all estimated revenues and expenditures for the year, and also includes ample reserves to accommodate any unforeseen cash flow challenges.

Commitment to building reserves is a priority to mitigate the risks of unexpected increase in expenses (i.e. increased special education needs, increased insurance costs, unanticipated facility needs, unexpected staffing costs) or a decrease in revenue (including variables in revenue stream across the calendar).

The budget development process will begin in March of the preceding fiscal year, and continues through the Governor’s May revisions of the California state budget. The budget and five-year projections are then presented to the Voices Board of Directors for discussion and approval.

The financial plan for Voices is based on the Charter School’s experience to date. Historical experience provides an amount of certainty in the budget development process. Additional material budgetary factors are considered including projected enrollment growth, staffing, SPED, outsourced services, and material budgetary line items in the budgetary process. In arriving at the annual budget Voices, makes the following assumptions:

- The Charter school currently serves 199 students in grades TK-3rd, increasing enrollment annually by approximately 56 students until it reaches capacity at approximately 505 students serving grade levels TK-8.
- Approximately 68% of Voices students qualify for free and reduced price lunch and 81% are considered English Learners qualifying for supplemental grants under the LCFF calculations.
- Estimated annual student average daily attendance is 95%.
- Staffing levels at the school are as follows for school year ended June 30, 2016:

Instructional Staff		Administration	
Teachers-Regular	6.5	Principal	1.0
Teachers-SPED	0.5	Business Manager	1.0
Intervention Teacher	0.5	Custodian	0.5
Associate Teachers	5.1	Cafeteria Assistant	1.0
Academic Coach	<u>0.5</u>	Yard Duty Assistant	<u>0.6</u>

Student Support
Parent Liaison 0.8

- The Charter School also contracts with outside vendors for enrichment support.
- The Charter School receives revenue from the following sources: state, LCFF, in lieu of property tax, Mandate reimbursement Block, state lottery funds, and federal funds (Title I, Title II, Title III). The Charter School applies directly for funds not included in the LCFF, including federal entitlement funds.
- SPED funds are received through allocations from State SPED revenue, as well as, federal IDEA monies.
- The Charter School's financial model is extremely conservative in its revenue assumptions and makes expenditure inflation assumptions of approximately 2% for expenses. Staffing increases are assumed at 2%, although these will be stepped based on experience and performance.
- The Charter School's budget is based upon the LCFF rates computed using LCFF calculator v18-1a.
- Facility assumptions are based on signed lease agreement with K12 Management.
- The Charter School conducts fundraising efforts during the year. Conservative fundraising revenue estimates have been projected based on historical results to date. The Charter School has budgeted an attainable amount of fundraising support each year.
- The Charter School continues to grow a reserve, that will reach a strong reserve position of 2.5% of annual expenditures.
- The Charter School maintains a positive cash balance on a monthly and annual basis.

The accounting is managed by the DFO at the CMO level. Under the direction of the Executive Director, all transactions will be tracked using a financial accounting software package. With the help of the Charter School's Business Manager, the DFO maintains the financial records and prepares financial reports for the Executive Director and for every meeting of the Board of Directors. These financial reports are also provided to the school principal, to assist in ensuring that the school stays on track to meet budget targets. The Executive Director and the Treasurer of the Board of Directors will have authorization to sign all school checks, with all expenditures over \$5000 requiring both signatures.

Please refer to Appendix P for multi-year financial projections. The projections include:

- Summary Financial Projections for five years, including FY 17/18 board approved budget.

- Detailed revenue and expenditures for five years including FY 17/18 board approved budget.

Financial Reporting

The Voices College-Bound Language Academies' Board has developed policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, student information systems, and parental involvement.

Systems for Managing Cash Flow, Purchasing, Payroll, and Audits

There are strict policies governing internal controls. These policies will ensure that the internal control mechanisms address legal compliance, conflicts of interest, whistleblower, signature authorities, government access to records, accounting procedures, cash management, and budget development, financial reporting, property management, procurement and procedures regarding the signing of checks. The Executive Director will deliver timely quarterly financial statements for the Board of Directors at each regularly scheduled Board meeting.

Attendance Accounting

The Charter School reports attendance requirements to the County in a format acceptable to the County and the State. Required reports regarding daily attendance are completed and submitted to the requesting agencies.

Purchasing

With respect to expenses, the Business Manager is responsible for soliciting bids from private and public vendors (for office supplies, furniture, telecommunications, etc.) for contracts over \$15,000 and for utilizing this list to make necessary purchases.

Payroll

Voices contracts with a private third party vendor for full payroll services: tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees according to the California School Accounting Manual.

Budget Allocation and Vendor Selection

The Board of Directors is responsible for approving annual budgets, with substantial input from the Executive Director. Together with the Director of Finance and Operations, the Executive Director develops the budget proposals. The principal has the latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors will be responsible for long-range financial and facilities planning. Voices works with an outside

CPA/service provider for accounting and fiscal compliance services and to ensure compliance with state financial accounting procedures.

Tools Used for Tracking and Reporting Financial Matters

Voices uses an accounting software package to aid in preparing the monthly financial reports and end-of-year audits. This computer system is maintained by the Charter School's Business Manager with external oversight from the DFO. The DFO prepares financial reports (a Statement of Financial Position, Statement of Activities, and Statement of Cash Flows) for the Executive Director of Voices. With assistance from the DFO the external CPA prepares regular financial reports according to GAAP, submits them to the County as required. On behalf of the school, the CMO submits required interim reports including but not limited to:

- 20 day attendance report
- Attendance reporting (P1, P2, Annual)
- Annual audit by December 15
- Unaudited financials by September 15
- Final budget no later than June 30
- Budget update by December 15 (1st interim reporting)
- Budget update by March 15 to reflect all changes (2nd interim reporting)

Voices will use a school database software package that is designed to integrate the tracking of student data, aligned to the state reporting requirements, attendance and student demographics and grading and instructional information.

Insurance

Voices retains standard insurance policies such as board error and omissions, student accident, workers compensation and general liability. Furthermore, Voices will acquire any other insurance policies as necessary to responsibly run a successful school. The insurance policy included in Appendix Q is provided through the CharterSAFE, California Charter Schools Association, joint powers association. This policy is for the 2017/18 fiscal year.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

The Charter School is operated by a California Public Benefit ("nonprofit") Corporation and is governed by a board of directors as described in the Charter School's charter. The principal enjoys lead responsibility for administering the Charter School under policies adopted by the VCBLA governing board. The Charter School provides or procures most of its own

administrative services independent of the County. These include financial management, personnel, and instructional programs development. The Charter School may purchase some services from the County (e.g. special education programs, food service, etc.), if the County and Charter School are mutually interested. The Charter School will define the specific terms and cost for these services in an annual operational agreement (or memorandum of understating), if such services are secured.

A supervisory fee of 1% of revenue, as defined by Education Code Section 47613, excluding funds secured by the Charter School on its own behalf and restricted funds designated solely for specific purposes, is eligible for collection by the County for actual costs of oversight. This is based on the assumption that the County does not provide substantially rent free facilities to the Charter School. The operating budget reflects the maximum 1% allocation towards the County.

Impact on Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

Potential Civil Liability Effects

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law. Further, the Charter School and the County shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts will be determined by recommendation of the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Supervisory Responsibilities

The County is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendments and renewal requests.

Miscellaneous Clauses

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

On March 20, 2017, Voices entered into a sublease agreement for a term until June 30, 2021 at 610 Jarvis Dr., Morgan Hill CA.

Voices shall ensure that prior to commencement of operations such facilities shall comply with the Federal Americans with Disabilities Act requirements, local building and zoning ordinances and that the Charter School has obtained permits under local ordinances for operating a school in such facilities. The Charter School will maintain readily accessible records documenting such compliance on file at the main office.

Transportation

Voices will not provide transportation for students from home to school or school to home except in order to comply with a student's IEP. Transportation for extracurricular activities, such as field trips, will be contracted with either a licensed contractor.

Inspection of Charter School

The Santa Clara Office of Education may inspect or observe any part of Voices at any time with a 24 hour notice in order to limit school disruptions, with the exception of urgent and emergency situations.

Material Revisions

Any material revisions to this charter shall be, made by the mutual agreement of the governing boards of the Charter School and the charter-granting agency. Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Notices

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by facsimile, sent by US mail, postage prepaid, addressed as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To Voices College-Bound Language Academy at:

Voices College-Bound Language Academy at Morgan Hill

Attn: Frances Teso, Executive Director

14271 Story Rd

San Jose, CA 95127

fteso@voicescharterschool.com

To the County at:

Santa Clara County Office of Education

Attn: John R. Gundry, Superintendent

1290 Ridder Park

San Jose, CA 95131

Conclusion

In approving the renewal of this charter, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the County to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal a five year term from July 1, 2018 through June 30, 2023.

Upon granting of the charter, the petitioner will provide a written notice of the approval and a copy of the petition to the California Department of Education and State Board of Education (Education Code 47605 (3)(i)).



MASTER OF ARTS IN TEACHING and TEACHING CREDENTIAL

Santa Clara University's School of Education and Counseling Psychology has prepared teachers and instructional leaders to transform their classrooms, organizations, and communities for more than **100 years**.

At Santa Clara University, class sizes are small and education is tailored to fit the needs of our students. Faculty are distinguished teacher-scholars with a passion for innovative and engaged teaching.

As a graduate of our program, you will join an extensive network of alumni who are making a difference throughout the Bay Area and beyond.

Program

The Master of Arts in Teaching + Teaching Credential (MATTC) program is the first step for individuals who want to attain their multiple subject (MS) or single subject (SS) preliminary teaching credential. At the conclusion of the program, candidates earn a Master of Arts in Teaching degree and a recommendation for a California SB2042 Multiple Subject or Single Subject Preliminary Teaching Credential.

Units: Single Subject- 50 quarter units

Multiple Subject- 56 quarter units

Program Length: 1 Year (Full-time)
2 Years (Part-time)

Start Dates: Summer, Fall, Winter

Instructional Method: On-campus

2017-2018 Tuition & Fees

Current Tuition: \$607/unit
Graduate Student Association Fee: \$40/term

There are several different scholarship and financial aid options available to you. Please visit our website for further details.

Admissions Requirements

- A completed Bachelor's degree
- Recent experience working with groups of children or youth in a formal setting (minimum of 30 hours)
- Online application
- Résumé or CV
- Personal statement
- Two letters of recommendation
- One official copy of undergraduate transcripts
- \$50 Application fee

Upcoming Application Deadlines

Fall 2017:

First Priority: March 1, 2017

Second Priority: April 1, 2017

After April 1, 2017: Rolling admission until August 1, 2017

Winter 2018:

First Priority: September 15, 2017

Second Priority: October 15, 2017

After Oct. 15, 2017: Rolling admission

Contact Us

Phone: (408) 551-3422
Email: ecp.admissions@scu.edu
www.scu.edu/ecp



GUADALUPE HALL
500 EL CAMINO REAL
SANTA CLARA, CALIFORNIA 95053



BILINGUAL AUTHORIZATION

The School of Education at Santa Clara University is proud to offer a bilingual authorization to help future educators meet the dynamic needs of English Learners.

What is a Bilingual Authorization?

A Bilingual Authorization, previously known as the BCLAD, authorizes teachers to provide the following instruction:

- Content instruction delivered in Spanish, including instruction at dual language schools.
- Instruction for Spanish Language Development for Spanish learners.
- Instruction for English Language Development (ELD) for English learners.
- Specially Designed Academic Instruction Delivered in English (SDAIE)

What are the advantages of having a Bilingual Authorization?

- Access to a wider range of teaching positions
- Higher income as a teacher
- Continue developing your bilingual capabilities through continued exposure and use of the language of instruction.

What are the Admissions Requirements?

Individuals interested in pursuing a bilingual authorization will need to pass the CSET LOTE 3 (Spanish) to enter the program.

Want to Learn More?

Join us at a future information session, schedule an appointment with an admissions representative, or request to meet with a faculty member!

Pre-Service Pathway

The Pre-Service B-MATTC pathway requires that candidates complete the MATTC course load plus 3 additional courses designed specifically for B-MATTC candidates. The following courses are taught in Spanish:

EDUC 247b- Latina/o Language and Culture	3 units
EDUC 248b- Bilingual Foundations in K-12 Education	3 units
EDUC 249b- Bilingual Methods	3 units

In-Service Pathway

The In-service pathway is designed for those who already hold a valid teaching credential and would like to add a Spanish Bilingual Authorization. This pathway is comprised of the following four courses that are taught in Spanish:

EDUC 247b- Latina/o Language and Culture	3 units
EDUC 248b- Bilingual Foundations in K-12 Education	3 units
EDUC 249b- Bilingual Methods	3 units
EDUC 246b- Bilingual Seminar	3 units

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SANTA CLARA, CALIFORNIA 95053

Academic Rigor at Voicesⁱ

Having a global perspective means learning more than one language and learning about other people in our world, while thinking with a critical mind. According to AB 815, (2011):

- The study of world languages in elementary and secondary schools should be encouraged because it contributes to a pupil's cognitive development and to our national economy and security.
- Proficiency in multiple languages is critical in enabling California to participate effectively in a global political, social, and economic context, and in expanding trade with other countries.
- The demand for employees to be fluent in more than one language are clear: access to an expanded market, allowing business owners to better serve their customers' needs, and the sparking of new marketing ideas that better target a particular audience and open a channel of communication with customers.
- The benefits to employers in having staff fluent in more than one language are increasing both in California and throughout the world.
- It is the intent of the Legislature to promote linguistic proficiency and cultural literacy in one or more languages in addition to English and to provide recognition of the attainment of those needed and important skills...

An well educated person can:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
- Develop and use models
- Analyze and interpret data
- Use mathematics and computational thinking
- Construct explanations and design solutions
- Obtain, evaluate, and communicate information
- Understand that scientific knowledge is based on empirical evidence
- Engage in argument from evidence
- Ask questions and define problems
- Plan and carry out investigations
- Understand that scientific models, laws, mechanisms, and theories explain natural phenomena
- Chronological thinking
- Historical comprehension
- Historical analysis and interpretation

- Historical research capabilities
- Historical issues-analysis and decision-making
- Personal responsibility
- Caring for others and for the community
- Leadership

Moreover, students who are college and career ready:

Demonstrate independence. Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of Standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

Respond to the varying demands of audience, task, purpose, and discipline. Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

Comprehend as well as critique. Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

Value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

Use technology and digital media strategically and capably. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn through technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and media and can select and use those best suited to their communication goals.

Understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different from their own.

Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing

arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated

explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$.

They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

¹ <http://www.cde.ca.gov/re/cc/>, English Language Arts and Literacy in History/Social Studies, Science, and Technological Subjects, Publication Version; Mathematics, Publication Version with February 2014 Corrections; <http://www.cde.ca.gov/pd/ca/sc/ngsstandards.asp>

APPENDIX F

A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement: Overall Conclusions and Major Policy Implications

Summary Of Findings Across All Research Sites

Each of the research contexts of this study illustrate varying aspects of the major factors that appear to influence the academic success of language minority students who begin their U.S. schooling with no proficiency in English. Overall, the five school districts examined have attempted to address the dimensions of the Prism Model of Language Acquisition for School (Thomas & Collier in Ovando & Collier, 1998, p. 89), as they continue to improve programs for their English language learners. The Prism Model focuses on four developmental processes that school-age students experience through Grades K-12—sociocultural, linguistic, cognitive, and academic processes. These processes develop subconsciously, occur simultaneously, and are interdependent. The findings of this research study demonstrate that it is crucial that educators provide a socioculturally supportive school environment for language minority students that allows natural language, academic, and cognitive development to flourish in both L1 and L2, comparable to the sociocultural support for ongoing language, academic, and cognitive development that native-English speakers are provided in school. The qualitative findings from each research site illustrate that each school context is different, and significant elements within each educational context can have strong influence on students' academic achievement in the long term. Overall, we have found that the following major factors influence the success of programs for English language learners:

- **The potential quality of the type of program for ELLs.** This refers to the power of a particular program's features to influence student achievement. Some school programs for ELLs are "featurerich," with enhanced potential to affect student achievement, while others are "feature-poor," with little or no theoretical reason to believe that their use will help ELLs to close the achievement gap.
- **The realized quality of the type of program for ELLs.** This is the degree of full and effective implementation of a program in terms of administrative support; teacher skills and training to deliver the full instructional effect of the program; and the degree to which program installation, processes, and outcomes are monitored and formatively evaluated.
- **The breadth of program focus.** This refers to an instructional focus on the Prism Model dimensions of linguistic, cognitive, and academic development to native-speaker levels of English, as well as in students' primary language, in a supportive sociocultural school environment, as contrasted with a narrow and restrictive instructional focus, such as "just learning enough English to get by."

- **The quality of the school's instructional environment.** This refers to the degree to which the school becomes an additive language-learning environment rather than a subtractive environment, including parental engagement and support of the instructional program. In an additive bilingual environment, students acquire their second language without any loss of their primary language. Students who continue to develop cognitively in their primary language and develop ageappropriate proficiency in both first and second language can outscore monolinguals on school tests (Baker & Prys Jones, 1998).
- **The quality of available instructional time.** This is the degree to which instructional time is used effectively so that students receive maximally comprehensible instruction for an instructionally optimum time period, in classrooms where English language learners are not isolated, but where all students interact together and where instruction is driven by students' cognitive, academic, and linguistic developmental needs. Overall, programs for English language learners that "score high" in these five major factors are long-term and enriched forms of bilingual/ESL instruction that provide for most or all of the documented achievement gap to be closed in the long term. Programs that "score low" on these major factors are remedial, short-term, and ineffective.

SUMMARY OF QUANTITATIVE ANALYSES

Major findings from the quantitative analyses that are statistically and practically significant for

decision-making are presented below. For decision-making purposes, a 4 NCE difference between groups is considered a small but significant difference (equivalent to 0.2 of a national standard deviation [s.d.]), 5 NCEs an actionable significant difference (0.25 of a national s.d.), 6 NCEs a moderate significant difference (0.3 of a national s.d.), and 10 NCEs a very large significant difference (0.5 of a national s.d.).

ENGLISH ACHIEVEMENT FINDINGS

Focusing first on **program comparisons**, we summarize **English language learners' long-term achievement** on nationally standardized tests (ITBS, CTBS, Stanford 9, Terra Nova) **in English**

Total Reading (the subtest measuring academic problem-solving across the curriculum—math, science, social studies, literature), for students who entered the U.S. school district with little or no proficiency in English in Grades K-1, and following them to the highest grade level reached by the program to date:

- English language learners immersed in the English mainstream because their parents refused bilingual/ESL services showed large decreases in reading and math achievement by Grade 5, equivalent to almost 3/4 of a standard deviation (15 NCEs), when compared to students who received bilingual/ESL services. The largest number of dropouts came from this group, and those remaining finished

11th grade at the 25th NCE (12th percentile) on the standardized reading test. (pp.113-114, 122-124, Figures C-1, C-2, Tables C-1, C-2, C-10, C-11)

- When ESL content classes were provided for 2-3 years and followed by immersion in the English mainstream, ELL graduates ranged from the 31st to the 40th NCE with a median of the 34th NCE (23rd percentile) by the end of their high school years. (pp. 112-114, 126-127, 241-256, Figures C-1, C-2, E-1, E-6, E-7, E-8, E-9, E-14, Tables C-1, C-2, E-1, E-6, E-7, E-8, E-9, E-14)
- 50-50 Transitional bilingual education students who were former ELLs, provided with 50 percent instruction in English and 50 percent instruction in Spanish for 3-4 years, followed by immersion in the English mainstream, reached the 47th NCE (45th percentile) by the end of 11th grade. (pp. 112-114, 126-127, Figures C-1, C-2, Tables C-1, C-2)
- 90-10 Transitional bilingual education students who were former ELLs reached the 40th NCE (32nd percentile) by the end of 5th grade. (In 90-10 TBE, for Grades PK-2, 90 percent of instruction is in the minority language, gradually increasing English instruction until by Grade 5, all instruction is in the English mainstream for the remainder of schooling.) (pp. 119-122, Figure C-8, Table C-7)
- 50-50 One-way developmental bilingual education students who were former ELLs reached the 62nd NCE (72nd percentile) after 4 years of bilingual schooling in two high-achieving school districts, outperforming their comparison ELL group schooled all in English by 15 NCEs (almost 3/4 of a national standard deviation—a very large significant difference). By 7th grade, these bilingually schooled former ELLs were still above grade level at the 56th NCE (61st percentile). (A one-way program is one language group being schooled through two languages.) (pp. 48-52, 58, Figures A-1, A-3, Tables A-5, A-6)
- 90-10 One-way developmental bilingual education students who were former ELLs reached the 41st NCE (34th percentile) by the end of 5th grade. (90-10 means that for Grades PK-2, 90 percent of instruction is in the minority language, gradually increasing English instruction to 50 percent by Grade 5, and a DBE program continues both languages in secondary school.) (pp. 119-122, Figure C-8, Table C-7)
- 50-50 Two-way bilingual immersion students who were former ELLs attending a high-poverty, high-mobility school: 58 percent met or exceeded Oregon state standards in English reading by the end of 3rd and 5th grades. (Two-way is two language groups receiving integrated schooling through their two languages; 50-50 is 50 percent instruction in English and 50 percent in the minority language.) (pp. 201-204, Figures D-4, D-6, Table D-18)
- 90-10 Two-way bilingual immersion students who were former ELLs performed above grade level in English in Grades 1-5, completing 5th grade at the 51st NCE

(51st percentile), significantly outperforming their comparison groups in 90-10 transitional bilingual education and 90-10 developmental bilingual education. (pp. 119-121, Figure C-8, Table C-7)

SPANISH ACHIEVEMENT FINDINGS

A goal of one-way and two-way bilingual education is to graduate students who are fully academically proficient in both languages of instruction, to prepare these students for the workplace of the 21st century. We summarize **native-Spanish-speakers' long-term achievement** on nationally standardized tests (Aprenda 2, SABE) **in Spanish Total Reading** (the subtest measuring academic problem-solving across the curriculum—math, science, social studies, literature), following them to the highest grade level reached by the program to date:

- In 50-50 Two-way bilingual immersion, Spanish-speaking immigrants after 1-2 years of U.S. schooling achieved at a median of the 62nd NCE (71st percentile) in Grades 3-6. These immigrants arrived on or above grade level and maintained above grade level performance in Spanish in the succeeding two years. (pp. 199-200, Figure D-2, Tables D-5, D-6)
- In 90-10 Transitional bilingual education classes, native-Spanish speakers reached the 56th to 60th NCE (61st to 68th percentile) for Grades 1-4, and after moving into all-English instruction in Grade 5, they tested at the 51st NCE, still on grade level in Spanish reading achievement. (pp. 117-119, Figure C-5, Table C-4)
- In 90-10 Developmental bilingual education classes, native-Spanish speakers reached the 56th to 63rd NCE (61st to 73rd percentile) for Grades 1-4, and in Grade 5 they outperformed the TBE comparison group by 4 NCEs at the 55th NCE (60th percentile). (pp. 117-119, Figure C-5, Table C-4)
- In 90-10 Two-way bilingual immersion classes, native-Spanish speakers reached the 58th to 65th NCE (64th to 76th percentile) for Grades 1-4, and in Grade 5 they outperformed the TBE and DBE comparison groups by a significant 6 NCEs at the 61st NCE (70th percentile). (pp. 117-119, Figure C-5, Table C-4)
- In reading achievement across the curriculum, native-Spanish speakers outperformed native-English speakers when tested in their native language, for Grades 1-8, regardless of the type of bilingual program Spanish-speaking students received. Native-Spanish speakers remained significantly above grade level at every grade except sixth grade (at the 49th NCE), reaching the 64th NCE (74th percentile) in 8th grade. (pp. 117-119, Figure C-3, Table C-3)

ACHIEVEMENT FINDINGS IN OTHER SUBJECTS

- We chose the reading subtest of the standardized tests (results presented above) as the "ultimate" measure of attainment, because LM students' reading scores were consistently the lowest among the subjects, and this is the measure that most

closely correlates with the standardized tests required for admission to post-secondary education. Generally, LM students achieved 5-10 NCEs higher in English language arts, math, science, social studies, and writing. (pp. 46-53, 111-114, 119- 122, 241-256, Figures A-4, A-5, C-9, C-10, E-1 to E-14 and accompanying tables)

- In Spanish math, native-Spanish speakers generally outperformed native-English speakers tested in English math. When comparing native-Spanish speakers' achievement in Spanish math by program, for Grades 2-5, students attending all three bilingual program types achieved at or above the 55th NCE (60th percentile). But the Spanish speakers attending 90-10 Two-way bilingual immersion classes outperformed the Spanish speakers in 90-10 TBE and 90-10 DBE classes by 3-6 NCEs on Spanish math achievement, reaching the 59th NCE (66th percentile) by 5th grade. (pp. 114, 117-118, Figures C-4, C-6, Tables C-3, C-4)

ACHIEVEMENT OF NATIVE-ENGLISH SPEAKERS IN TWO-WAY BILINGUAL EDUCATION

- Native-English speakers in two-way bilingual immersion programs maintained their English, added a second language to their knowledge base, and achieved well above the 50th percentile in all subject areas on norm-referenced tests in English. These bilingually schooled students equaled or outperformed their comparison groups being schooled monolingually, on all measures. (pp. 46-53, 119, 124, 201-204, Figures A-3 to A-5, D-1, D-3, D-5, D-7, D-9, Tables A-1 to A-11, C-4, C-12, C-13, D-1 to D-4, D-7, D-8, D-10, D-12, D-13, D-15, D-17 to D-10)

INFLUENCE OF STUDENT BACKGROUND ON STUDENT ACHIEVEMENT

- Socioeconomic status (SES) typically influenced from 3-6% of LM students' reading achievement as measured by standardized tests, for both enrichment dual language programs and ESL content programs. In selected circumstances (e.g., oral proficiency of Spanish speakers learning English) the effect of SES explains as much as 11-12% of achievement. However, the effect of number of years of program participation on reading achievement varied with the program type. For one-way and two-way dual language programs, up to five years of program participation accounted for 6-9% of ELLs' reading achievement on standardized tests. For Spanish speakers learning English, 20% of oral proficiency was attributable to program exposure while program exposure accounted for 15% of oral proficiency for English speakers learning Spanish. In the case of the ESL Content program, years of schooling accounted for less than 2% of end-of-school reading achievement as measured by standardized tests. Thus, a strong dual language program can "reverse" the negative effects of SES more than a well-implemented ESL Content program by raising reading achievement to a greater degree. (pp. 56-57, 204-206, 256-258, Tables A-18, D-20, E-16 to E-18)

- The One-way developmental bilingual education program in Northern Maine influenced 8.5% of former ELLs' eventual reading achievement, exceeding the effects of low socioeconomic status at less than 4%. The Two-way bilingual immersion program at Grant Community School exerted a powerful and significant effect on Spanish-speaking students' scores on oral English development and influenced about 6 percent of their standardized reading scores as assessed in English, while SES accounted for about 4%. In this high-poverty school, SES alone accounted for 14 percent of the observed achievement variance overall. Thus, the school's dual language program is reducing the negative effects of SES by significant amounts for Spanish speakers learning English and taking the statewide assessment in English. (pp. 56-57, 204-206, 256-258, Tables A-18, D-20, E-16 to E-18)
- Number of years of primary language schooling, either in home country or in host country, had more influence than socioeconomic status when the number of years of schooling was 4 or more years. In addition, the L2 academic achievement of older immigrant arrivals with strong grade-level schooling completed in L1 in the home country was less influenced by low socioeconomic status and more dependent on number of years completed. Likewise, students of low socioeconomic status who were born in the U.S. or arrived at a very young age achieved at high levels in L2 when grade-level schooling was provided in both L1 and L2 in the U.S. (pp. 257-258, Figures C-1, E-6, E-7, Tables C-1, E-6, E-7, E-17, E-18)
- When immigrants were schooled all in English in the U.S., students who received 4-5 years of L1 schooling in home country (arriving at ages 10-12) scored 6 NCEs higher in English reading in 11th grade than those who received 1-3 years of home country schooling (arriving at ages 7-9). (pp. 248- 251, Figures E-6, E-7, Tables E-6, E-7)
- Immigrants with interrupted schooling in home country achieved significantly below grade level, when provided instruction only in English. Those one year below grade level on arrival were at the 29th NCE (16th percentile) on the English reading test by 11th grade, those two years below grade level on arrival at the 26th NCE (13th percentile), those three years behind at the 20th NCE (8th percentile), and those four years behind at the 19th NCE (7th percentile). (pp. 251-253, Figure E-8, Table E-8)
- Gender differences among Hispanic students were found to be significant in only two subject areas—math and science. Hispanic males outperformed Hispanic females by 4 NCEs in math and 6 NCEs in science on the 11th grade tests in English. (p. 256, Figure E-14, Table E-14)

MAJOR POLICY IMPLICATIONS

- Enrichment 90-10 and 50-50 one-way and two-way developmental bilingual education (DBE) programs (or dual language, bilingual immersion) are the only programs we have found to date that assist students to fully reach the 50th percentile in both L1 and L2 in all subjects and to maintain that level of high achievement, or reach even higher levels through the end of schooling. The fewest dropouts come from these programs.
- Parents who refuse bilingual/ESL services for their children should be informed that their children's long-term academic achievement will probably be much lower as a result, and they should be strongly counseled against refusing bilingual/ESL services when their child is eligible. The research findings of this study indicate that ESL or bilingual services, as required by *Lau v. Nichols*, raise students' achievement levels by significant amounts.
- When English language learners (ELLs) initially attend segregated, remedial programs, these students do not close the achievement gap after reclassification and placement in the English mainstream. Instead, they maintain or widen the gap in later years. Therefore, their average achievement NCE at reclassification should be as high as possible, since this is likely to be their highest achievement level that they reach during their school years. Ideally, instructional gains are best accomplished in an enrichment (not a remedial) program.
- Students with no proficiency in English must NOT be placed in short-term programs of only 1-3 years. In this study and all other research studies following ELLs long term, the minimum length of time it takes to reach grade-level performance in second language (L2) is 4 years. Furthermore, only ELLs with at least 4 years of primary language schooling reach grade-level performance in L2 in 4 years. As a group, students with no primary language schooling (either in home country or host country) are not able to reach grade-level performance in L2.
- The strongest predictor of L2 student achievement is amount of formal L1 schooling. The more L1 grade-level schooling, the higher L2 achievement.
- Bilingually schooled students outperform comparable monolingually schooled students in academic achievement in all subjects, after 4-7 years of dual language schooling.
- Students who receive at least 4-5 years of grade-level L1 schooling in home country before they emigrate to the U.S. typically reach the 34th NCE (23rd percentile) by 11th grade when schooled all in English in the U.S. in an ESL Content program, and then the mainstream. These students are on grade level when they arrive, but it takes them several years to acquire enough English to do grade level work, which is equivalent to interrupting their schooling for 1 or 2 years. Then they have to make more gains than the average native-English speaker makes every year for several years in a row to eventually catch up to

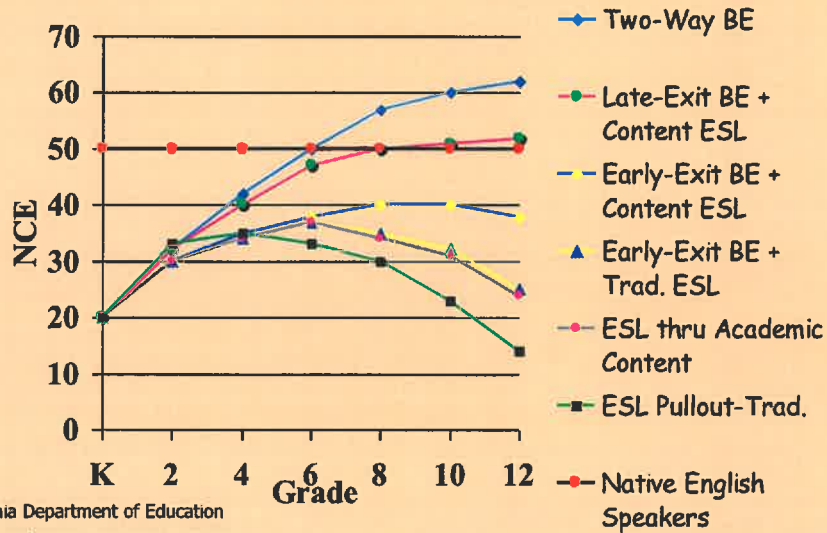
grade level, a very difficult task to accomplish within the remaining years of K-12 schooling.

- The highest quality ESL Content programs close about half of the total achievement gap.
- When ELLs initially exit into the English mainstream, those schooled all in English outperform those schooled bilingually when tested in English. But the bilingually schooled students reach the same levels of achievement as those schooled all in English by the middle school years, and during the high school years the bilingually schooled students outperform the monolingually schooled students (see Figure C-2).
- Students who receive at least 5-6 years of dual language schooling in the U.S. reach the 50th NCE/percentile in L2 by 5th or 6th grade and maintain that level of performance, because they have not lost any years of schooling. Students raised in a dual language environment need at least 4 years of schooling in L1 and 4 years of schooling in L2 to achieve on grade level in either of the two languages. Providing bilingual schooling in the U.S. meets both needs simultaneously, typically in 4-7 years, leading to high academic achievement in the long term.
- Bilingual/ESL Content programs must be effective (at least 3-4 NCE gains per year more than mainstream students are gaining per year), well implemented, not segregated, and sustained long enough (5-6 years) for the typical 25 NCE achievement gap between ELLs and native-English speakers to be closed. Even the most effective programs can only close half of the achievement gap in 2-3 years, the typical length of remedial ELL programs. Therefore, short-term, remedial, and ineffective programs cannot close the large achievement gap and should be avoided.
- An enrichment bilingual/ESL program must meet students' developmental needs: linguistic (L1- L2), academic, cognitive, emotional, social, physical. Schools need to create a natural learning environment in school, with lots of natural, rich oral and written language used by students and teachers (L1 and L2 used in separate instructional contexts, not using translation); meaningful, 'real world' problem-solving; all students working together; media-rich learning (video, computers, print); challenging thematic units that get and hold students' interest; and using students' bilingual bicultural knowledge to bridge to new knowledge across the curriculum.

Source: http://www.crede.org/research/llaa/1.1_conclusions.html



English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models



California Department of Education
Language Policy and Leadership Office

Thomas & Collier, 2000

Voices Grade Level Goals 2016-2017

2nd Grade	B1 (End of cycle 1)	B2 (End of Cycle 2)	B3 (End of cycle 3)
Reading <i>Measured by: Fountas & Pinnell</i>	All students will read at Level K in their dominant language and J in L2.	All students will read at Level L in their dominant language and K in L2.	All students will read at Level N in their dominant language and L in L2.
Sight Words (plus all K/1 st gap) <i>Measured by: Voices Assessment</i>	All students will read and write 45 sight words in their native language (200- 205 total). All students will be able to read 160 sight words (115) in their second language. (45 new)	All students will read and write 110 sight words in their native language (265-270 total). All students will be able to read 211 sight words (115+96) in their second language. (110 new)	All students will read and write 160 in their native language (315-320E/305-310S total). All students will be able to read and write 261 sight words (115+146) in their second language.
Phonics <i>Measured by: Spelling Inventory</i>	All students will master 33% of long vowels stage. All students will master the Patrones Temprana stage.	All students will master 63% of long vowels stage. All students will master the Patrones Tardía stage.	All students will master All the Within-Word Pattern stage, Long vowels All students will fill in all Gaps.
Fluency <i>Measured by: Voices Fluency Passage</i>	All students will read at least 72-80 wpm on level N passages in their native language, level L for second language..	All students will read at least 81-90 wpm on level N passages in their native language, level L for second language..	All students will read at least 90-100 wpm on level N passages in their native language, level L for second language..
ELD <i>Measured by: ADEPT and Curriculum Associates</i> *Kinder is excluded from C.A. assessment		All level 1 EL's will meet 75% of Reading and Writing C.A level 1	All level 1 & 2 EL's will master Level 1 C.A. reading and writing
		All level 2 EL's will meet 75% of Reading and Writing C.A level 2	All level 2 EL's will master Level 2 C.A. reading and writing
		All level 3 EL's will meet 75% of Reading and Writing C.A level 3	All level 3 EL's will master master Level 3 C.A. reading and writing
	All level 4 EL's will master 50% of C.A. Reading and Writing section	All level 4 EL's will meet 75% of C.A. Reading and Writing	All level 4 EL's will reach Adv. level on C.A. reading and writing sections and reach Adv. level on CELDT (possible Re-designation)
Writing <i>Measured by: Voices Assessment</i>	All students will score a 1 on the rubric in their native language. All students will score a 1 in their second language.	All students will score a 2 on the rubric in their native language. All students will score a 2 in their second language.	All students will score a 3 on the rubric in their native language. All students will score a 3 in their second language.
Math <i>Measured by: Acuity</i>	All students will score at 80% correct or above on the interim math test.	All students will score at 80% correct or above on the interim math test.	All students will score at 80% correct or above on the interim math test.
ELA <i>Measured by: Acuity</i>	All students will score at 80% correct or above on the interim ELA test.	All students will score at 80% correct or above on the interim ELA test.	All students will score at 80% correct or above on the interim ELA test.
Spanish Language <i>Measured by: LAS Links</i>			Todos los aprendices de inglés alcanzaran Intermedio Basico (2) y con calificaciones minimas de Intermedio

			(3) en Escuchando o Hablando.
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<http://www.esc4.net/users/0001/docs2/120-Sp%20DELC%20%20Book.pdf>

<https://drive.google.com/a/voicescharterschool.com/file/d/0B-P-ZeB-wjRueEpGzczdm9nVEU/view?usp=sharing>

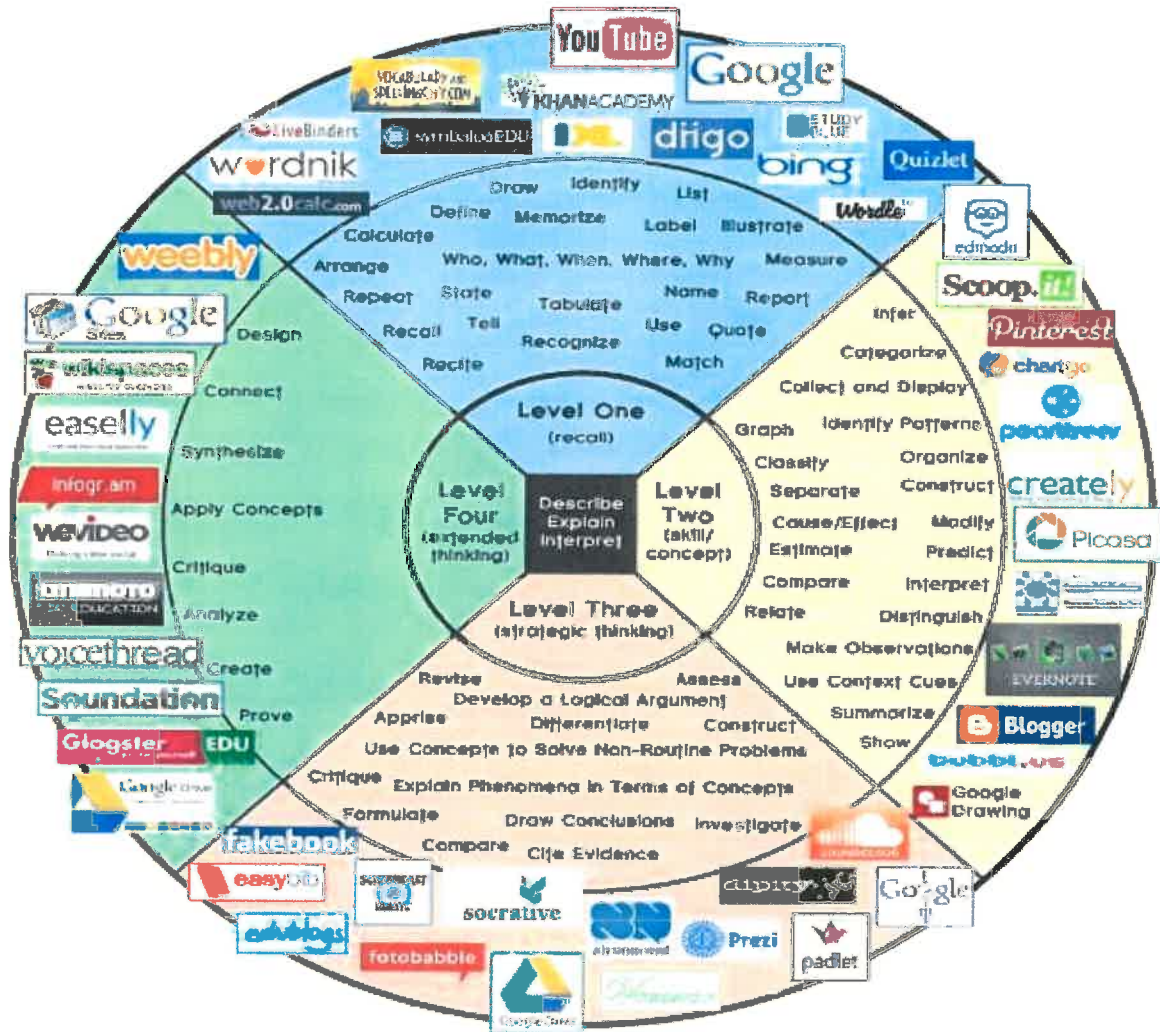
Long Vowels:

<https://www.teacherspayteachers.com/Product/Long-Vowel-Silent-E-CVCe-Worksheets-Print-and-Go--1079629>

Short Vowels:

<https://www.teacherspayteachers.com/Product/Short-Vowel-Scoot-Short-a-Short-e-Short-i-Short-o-Short-u-5-sets-1254781>

Webb's Depth of Knowledge & Web 2.0



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<ul style="list-style-type: none"> Use Quizzes to recall elements and details of story structure, such as sequence of events, character, plot, and setting Conduct basic mathematical calculations using web2 tools Label locations on a map in Google Drive Represent in words or diagrams a scientific concept or relationship Perform routine procedures like measuring length or using punctuation marks correctly Describe the features of a place or people 	<ul style="list-style-type: none"> Identify and summarize the major events in a narrative Use context clues to identify the meanings of unfamiliar words Solve routine multiple-step problems Describe the cause/effect of a particular event Identify patterns in events or behaviors Formulate a routine problem given data and conditions Organize, represent, and interpret data 	<ul style="list-style-type: none"> Support ideas with details and examples Use voice appropriate to the purpose and audience Identify research questions and design investigations for a scientific problem Develop a scientific model for a complex situation Determine the author's purpose and describe how it affects the interpretation of a reading selection Apply a concept in other contexts 	<ul style="list-style-type: none"> Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data and reporting results/solutions Apply mathematical model to illustrate a problem or situation Analyze and synthesize information from multiple sources Describe and illustrate how common themes are found across texts from different cultures Design a mathematical model to inform and solve a practical or abstract situation



Math 3

Elementary School > 2017-2018 > Grade 3 > Mathematics > Math 3 > Aguilar, Elizabeth; Deeg, Nora; Quintanilla, Gabriela; Ramirez, Patricia

Thursday, August 31, 2017 2:13PM



Unit	Unit Overview	Standards
Review: Second Grade: Math Manipulation n (Week 1, 2 Weeks)	Unit Summary: Students will review basic skills of adding and subtracting numbers through 1000 through math talks. During these math talks, students will practice the expectations of using math vocabulary, having discussions about math in large and small groups, review different ways to prove their work on paper and then writing their thinking in their math journals. Math talks should be kept to 10 minutes. Students will also review math expectations for tools, discussion, and journals.	<p>CA: CCCS: Mathematics CA: Grade 3 Mathematical Practice The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.</p> <ol style="list-style-type: none"> 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 6. Attend to precision. <p>Number & Operations in Base Ten 3.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <ol style="list-style-type: none"> 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. <p>© California Department of Education</p> <p>Progressions of Standards: In second grade, students read, write and compare numbers to 1000. This unit builds on that previous understanding</p> <p>Recommendations</p>

Unit

Unit Overview

- This is an optional unit. Should this unit be taught, it is recommended that this unit be launched the first week of school.

Standards

Multiplication

n
(Week 1, 5 Weeks)

Unit Summary:

Students are introduced to the concept of multiplication through equal groups, drawings, and arrays. Arrays are a cornerstone of the unit: students use the language of multiplication as they understand what factors are and differentiate between the size of groups and the number of groups within a given context. In learning about different ways to model multiplication, students will construct arguments for their reasoning about the methods. They will be multiplying single-digit numbers in equations and word problems. In reading word

Math Power Standards

Grade 3

Operations in Algebraic Thinking

Represent and solve problems involving multiplication and division.

P 3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each, or 7 groups of 5 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

P 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

P 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$

Understand properties of multiplication and the relationship between multiplication and division.

P 3.OA.5 Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

Multiply and divide within 100.

P 3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

CA: CCSS: Mathematics

CA: Grade 3

Unit**Unit Overview**

problems, they will note that the order of numbers in equation does not matter but the context does (communicative property) -- this will be important for division, where students will need to identify the dividend and divisor based on the context. In this unit, students will specifically solve word problems that deal with whole-number quantities. Third graders should focus on developing fluency in their times tables through various methods (flash card games, songs, timed quizzes, apps) alongside the concepts in this unit. A deep understanding of the structure in multiplication and fluency in multiplication facts will also enable students to be more successful in the next third grade unit: Multiplication and Division.

Standards**Mathematical Practice**

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

1. Make sense of problems and persevere in solving them.
3. Construct viable arguments and critique the reasoning of others.
5. Use appropriate tools strategically.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Progression of Standards:

Unit

Unit Overview

Standards

In second grade, students earned to skip count, pair objects up into equal groups and use repeated addition to create arrays. Third graders will build off the work in second grade, using pictorial representations of multiplication (arrays, groups, pictures) before moving on to abstract representations in word problems. Third graders start out using repeated addition to find the total from a number of equal groups (2.OA.4), but as students notice patterns, they let go of longer addition sentences in favor of more efficient multiplication facts. Students will also learn other properties of operation that will help them solve difficult multiplication problems in 4th and 5th grade (distributive property). Students in 3rd grade begin to add multiplication and division word problems to their

Unit**Unit Overview****Standards**

mathematical toolbox. In 4th grade, they will solve multi-step multi-operation word problems. These skills are crucial because students will need to be fluent in multiplication and division for years to come. In the following grades, students will multiply and divide fractions, decimals and rational numbers.

Recommendations

- This unit is heavily supplemented by Engage New York Curriculum: Grade 3, Module 1, Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10 and Grade 3, Module 3, Multiplication and Division with Units of 0, 1,

Unit

Unit Overview

Standards

- 6–9, and Multiples of 10. Use the support as necessary.
- Given the heavy focus on conceptual understanding in this unit, make sure to have the right manipulative s: counters (at least 18 per student), white boards and markers, etc.

 [K-5 Progression on Operations and Algebraic Thinking.pdf](#)

Units of Measure
(Week 6, 5 Weeks)

Unit Summary:
For most people, the word mathematics is a noun. However, mathematics is not simply something we learn in school but something we do as an intrinsic part of our everyday lives. In this unit students will experience math as a verb! This unit is meant to build

Math Power Standards

Grade 3

Numbers and Operations in Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic.

P 3.NBT.2.a Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Measurement and Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

P 3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g),

Unit**Unit Overview**

excitement among students through manipulatives and hands on activities. This unit will review basic skills of adding and subtracting through both writing and talking. The unit will also set norms and expectations for math for the rest of the year. Students will begin the unit by measuring weight and volume in metric units. Students will then spend a few days extending their knowledge from second grade regarding estimation by learning to round and estimate to the nearest ten and hundred. Students will use their understanding of measuring weight and volume to solve addition and subtraction word problems using the standard algorithm and checking their work with a variety of strategies.

Progressions of Standards:

In second grade students may have learned how to

Standards

kilograms (kg), and English Units (oz, lb.), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

CA: CCCS: Mathematics**CA: Grade 3****Mathematical Practice**

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.

Number & Operations in Base Ten

3.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.

Unit**Unit Overview****Standards**

select and use appropriate tools to measure length, and in fourth grade students will need to extend their measurement skills to convert larger units into smaller units. Additionally, in second grade students may have been exposed to rounding and estimation strategies, and in fourth grade students will need to use rounding and estimation skills to round whole numbers using place value.

Recommendations

This unit is heavily supplemented by Engage New York Curriculum: Grade 3, Module 2, Place Value and Problem Solving with Units of Measure. Use the support as necessary.

Multiplication & Division
(Week 11, 5 Weeks)

Unit Summary:
In this second 3rd grade multiplication unit, the focus shifts to the relationship

Math Power Standards
Grade 3
Operations in Algebraic Thinking

between multiplication and division. Students will continue to use models and tools for division (arrays, pictures, diagrams). However, they will heavily rely on their knowledge of multiplication and multiplication facts. Students will note that division is much easier to understand when you have a solid grasp of multiplication facts. They will work with inverse operations, decomposing arrays, and solve equations with unknown parts and symbols.

After learning the concept of division, and comparing it to the concept of multiplication, students will begin to work with mixed word problems. Students will have to sort word problems from all four operations. They will also be challenged with two-step word problems involving multiplication and division.

Represent and solve problems involving multiplication and division.

P 3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

P 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

P 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$

Understand properties of multiplication and the relationship between multiplication and division.

P 3.OA.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

P 3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

CA: CCCS: Mathematics

CA: Grade 3

Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.

Unit

Unit Overview

There continues to be an emphasis on multiplication and division fluency in this unit. Students should continue to practices multiplication facts throughout the unit, and now they are adding division facts. This can be done through centers or daily activities with the assistant teacher.

Progressions of

Standards:

This unit is crucial because students will continue to use division throughout their education and in real-life contexts. Students will move on to divide fractions, decimals and other rational numbers in the upper grades. They will also do long division and division with remainders starting in fourth grade. The performance task reflects a real-life context, but students should be making connections to their life throughout the unit in discussions and math journals

Standards

4. Model with mathematics.

7. Look for and make use of structure.

<http://achievethecore.org/content/upload/Draft-K-5%20Progression%20on%20Counting%20and%20Cardinality%20and%20Operations%20and%20Algebraic%20Thinking.pdf>

<https://docs.google.com/a/voicescharterschool.com/document/d/1og0gsmz72LpWEycFoRJ2-4X0jAeWZoU0K0Xl-0CfY/edit?usp=sharing>

Recommendations

This unit is heavily supplemented by Engage New York Curriculum: Grade 3, Module 1, Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10 and Grade 3, Module 3, Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10. Use the support as necessary.

Area & Perimeter
 (Week 16, 4 Weeks)

Unit Summary: Students should be able to solve real-world problems involving area and perimeter by the end of third grade, including complex problems where students need to find missing information or take multiple steps to solve. Students should look for patterns in polygons or structures that help make finding area or perimeter easier. Students will be working with

Math Power Standards
Grade 3
Measurement and Data

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- P** 3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.
- P** 3.MD.5a A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
- P** 3.MD.5b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units
- P** 3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- P** 3.MD.7a Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

Unit

Unit Overview

different polygons, including regular and irregular polygons. Examples of problems include students finding the area of an irregularly shaped house or designing different parks with an assigned perimeter. In these problems, students can justify their reasoning for how they found the correct area or perimeter.

Students should not be introduced to formulas for area and perimeter before first exploring with area models, square units, manipulatives and drawings. They can then make connections between multiplication and area. Another important idea to introduce to students is that irregular figures can be decomposed or reconstructed into squares and rectangles to find the area

Students also work with the idea that

Standards

P 3.MD.7b b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning

P 3.MD.7c c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

P 3.MD.7 e. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

CA: CCSS: Mathematics

CA: Grade 3

Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
8. Look for and express regularity in repeated reasoning.

Measurement & Data

3.MD Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Unit

Unit Overview

Standards

shapes with the same area have different perimeters, and vice versa.

Progressions:

In second grade, students start to work with arrays. In third grade, students work with arrays to help them represent or model multiplication. Students learn to find the total number of an array by skip counting or labeling the columns and rows. Students can make the connections between arrays and area models.

In fifth grade, students review area, perimeter and are introduced to volume. They work with larger numbers. Students are introduced to this third dimension and should know how to manipulate length and width beforehand. Later in middle school, students find the area of circles and half-circles and right triangles.

 [Draft K-5](#)

[Progression on Measurement and Data \(measurement part\).pdf](#)

Fractions (Week 20, 5 Weeks)

Unit Summary:
In this unit students will be introduced to the idea of a fraction and the language associated with its use. They will learn that there are many ways to model a fraction. Students will learn what fractions are and what they can represent. Students will use their division skills to identify the parts of a whole. Students will realize that fractions can be represented in many contexts.

First, students will be introduced to unit fractions informally through the use of discrete objects (if five chairs are the whole, then one chair is $1/5$ of the whole) through word problems/ stories.

Then, students will transition to understand the whole as an area

Math Power Standards

Grade 3

Numbers and Operations in Fractions as numbers. Develop understanding of fractions as numbers.

- P** 3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
- P** 3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram:
- P** 3.NF.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
- P** 3.NF.2b Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
- P** 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- P** 3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize that equivalencies are only valid when the two fractions refer to the same whole
- P** 3.NF.3b Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model
- P** 3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.
- P** 3.NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or

Unit

Unit Overview

Standards

(each unit in a an area is the same size and shape). Using manipulatives during this part of the unit will strengthen students grasp of the concept of a unit fraction.

Students will ultimately transition to the number line where they will learn the difference between the unit and the unit segment.

Progression of Standards:

A conceptual understanding of fractions is crucial in 3rd grade because in 4th and 5th grade they will learn to compute with fractions.

Recommendations

This unit is heavily supplemented by Engage New York Curriculum: Grade 3, Module 5, Fractions as Numbers on the Number Line.

[Progressions](#)

[Grades 3-5:](#)

[Fractions](#)

[!\[\]\(dfbd6b3763a6d1d9afaa974f64e2e4b5_img.jpg\) Teaching Fractions According to CCSS](#)
[!\[\]\(b89ecf30df3dbaee65fa9f1829524a6e_img.jpg\) Engage New York Curriculum: Grade 3, Module 5, Fractions as Numbers on the Number Line.](#)

Data (Week 25, 4 Weeks)

Unit Summary:

The two topics in this unit focus on generating and analyzing categorical and measurement data. By the end of the unit, students are working with a mixture of scaled picture graphs, bar graphs, and line plots to problem solve using both categorical and measurement data. In addition, students will ask and answer questions about the data in which all four operations are necessary.

Recommendations

This unit is heavily supplemented by Engage New York Curriculum: Grade 3, Module 6, Collecting and

CA: CCSS: Mathematics

CA: Grade 3

Measurement & Data

3.MD Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

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Unit**Unit Overview****Standards**

Displaying Data.
Use the support as necessary.

[Engage New York Curriculum: Grade 3, Module 6, Collecting and Displaying Data](#)

Time
(Week 29, 3 Weeks)

Students will use a number line to solve word problems involving elapsed time. They will move from subtraction or addition problems, to multistep problems involving time and a task to do in such a time.

CA: CCLS: Mathematics

CA: Grade 3

Operations & Algebraic Thinking

3.OA Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Number & Operations in Base Ten

3.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.

2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Measurement & Data

3.MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

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Literacy K

Elementary School > 2017-2018 > Kindergarten > Language Arts > Literacy K > Deeg, Nora

Thursday, April 27, 2017, 2:10 PM



Unit

Unit Overview

Standards

Bienvenidos a la

Escuela

(Week 1, 3 Weeks)

Big idea: Discovery

In kindergarten, many students are discovering for the very first time what school is. They are just beginning to explore, question, and learn about the world around them. Learning is everywhere, and it's important for teachers to facilitate a classroom culture of curiosity and excitement for learning throughout the year.

In this unit, we want to foster students' curiosity about books, their classmates, school, and learning. Students will spend a great deal of time practicing routines and procedures as a way to support each others' discovery; we all need to know how to use every minute and how to treat each other so that we can all learn and discover as much as possible. Books are introduced to students from Day One as an exciting and dynamic means of discovery. Students will understand the importance of the standards covered because they enable us to learn as much as possible from books. Students will also practice conversing with friends in Spanish and English. They will begin to use school-related vocabulary, and will speak in complete sentences with support from the teacher. If a student answers in English during Spanish time, for example, the teacher repeats his/her sentence in Spanish and the student echoes.

Other notes:

- Readers Workshop (outlined here in Atlas) is just one component of a strong literacy block. Teachers are also responsible for teaching sight words, phonemic awareness, concepts about print, and letters and syllables - see the attachment for an explanation of each.

 [CAPS-PA-Letters Overview](#)

ELA Power Standards

Kindergarten

Reading: Literature

Key Ideas and Details

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.

Integration of Knowledge and Ideas

- **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

- **RL.K.10** Actively engage in group reading activities with purpose and understanding.
 - a. Activate prior knowledge related to the information and events in texts.
 - b. Use illustrations and context to make predictions about text.

Reading: Informational Text

Craft and Structure

- **RI.K.5** Identify the front cover, back cover, and title page of a book.

- **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Speaking and Listening Comprehension and Collaboration

P SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

P a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Presentation of Knowledge and Ideas

P SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

P SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

Ayudantes en Nuestra Comunidad (Week 4, 4 Weeks)

Big idea: Community

In kindergarten, classroom culture is so enmeshed with learning that it is essential to build a strong community around learning. Students are beginning to understand many different kinds of communities, all of which exist to support each other: families, classes, and cities are all communities in which people help each other. Students are learning to see how what we do in the classroom reflects what happens in the wider world, which gives relevance to their "jobs" as students and frames our learning in terms of college and careers.

In this unit, students focus on interacting with texts by asking and answering questions (especially question words *quién*, *dónde*, and *qué* - the next unit will expand on the list of question words). Asking and answering questions helps us discover the people and interactions in our world. Broadly, students explore the idea of community and what it means to help others, especially in the context of supporting our classmates in their journey of discovery (see previous unit). In both fiction and non-fiction read-alouds in this unit, students explore different careers and who community helpers are. During morning literacy time, students will begin guided reading groups, which will also help build their foundational and comprehension skills. Students continue to expand their vocabulary, both with school words and phrases and now community and career

ELA Power Standards

Kindergarten

Reading: Literature

Key Ideas and Details

P RL.K.1 With prompting and support, ask and answer questions about key details in a text.

Integration of Knowledge and Ideas

P RL.K.10 Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text.

Reading: Informational Text

Key Ideas and Details

P RI.K.1 With prompting and support, ask and answer questions about key details in a text.

Speaking and Listening

words and phrases. Consider introducing a vocabulary wall on which to post new vocabulary words with an accompanying visual. With teacher support and modeling, students are expected to speak in complete sentences and use vocabulary introduced in class. English speakers can still express their ideas in English, as long as they then repeat the teacher's translation in Spanish. Students should have frequent opportunities to converse with classmates.

Other notes:

- For this unit, plan ahead! (1) Invite parent or community speakers, especially people who can share a unique perspective or talk about something especially relevant in your community. (2) Plan a visit to a library on campus, or ask the fire department to send a firetruck and some firefighters to campus. (3) Invite an upper-grade class to visit for performance task. (4) Send a note to parents, explaining the unit and asking for support – see below. (5) Look for additional books about careers, since books were not ordered for every career. (6) Invite an upper-grade class to attend your end-of-unit performance task.
- During this unit might also be a good time to introduce classroom jobs. It's not written into the plans, but consider implementing a job rotation in your classroom as students begin to understand what it means to take care of their community. Lessons 16-18 can be taken out and those days used to create, assign, and practice student jobs.
- Some of the standards listed were already introduced in a previous unit. Make sure to build on those skills and knowledge with regular reinforcement.

Investigación de autores
(Week 8, 3 Weeks)

In kindergarten, students are building a foundation for thinking critically about fiction texts. Reading skills encompass both within-text features (telling the characters and setting, listing events in order, asking and answering questions) and beyond-text features (finding the main idea and details, making connections, using evidence to develop an opinion, making predictions). Students also explore the role of an author and an illustrator, and in doing so, begin to see themselves in those roles.

In this unit, students will enjoy a variety of fiction books by beloved

Comprehension and Collaboration

P SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

P a. Understand and follow one- and two-step oral directions

P SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Language

Conventions of Standard English

P d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

P f. Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition and Use

P L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ELA Power Standards
Kindergarten

Reading: Literature
Key Ideas and Details

P RL.K.2 With prompting and support, retell familiar stories, including key details.

Unit

Unit Overview

authors Eric Carle, Mo Willems, Jan Brett, and Alma Flor Ada. They will start digging deeper into books; the class will practice a variety of reading comprehension skills with each book. The consistency with which we practice each reading comprehension skill helps students to perform each one more fluidly. Students also begin to recognize that authors have unique styles and preferences, and as we explore each author's works in depth, students might begin to recognize the style of Carle, Willems, Brett, or Ada as a "favorite author" whose books they enjoy finding at the library or rereading regularly.

Each week students will read and focus on one author and their books. After reading three books by the author, students will reflect on what makes that author unique, making connections between the books' illustrations and stories. The same format will be followed each week: (Day 1) Learn vocabulary, make predictions, read book #1, tell the characters and setting. (Day 2) Learn vocabulary, make predictions, read book #2, tell the characters and setting. (Day 3) Learn vocabulary, read book #3, retell events and sequence them in order. (Day 4) Make connections with all books: text-text, text-self, text-world.

Celebraciones: Cultura y Tradiciones (Week 11, 3 Weeks)

In kindergarten, students lay the foundation for important literacy skills that they will use for the rest of their lives. Finding the main idea is a skill that students will practice in every grade, at increasingly advanced levels.

In this unit, students are just beginning to understand the relationship between main idea and details, as well as how to find the main idea and details in a fiction or a nonfiction text. This is a very complex skill that students may not master fully, even by the end of kindergarten, but the idea is to expose them to the idea and for them to begin to practice the skill. When students (with teacher and peer support) find the main idea of these stories about celebrations, it will help them make connections about the traditions that are common across families and cultures.

Notes:

- This is a relatively short unit, covering 3 weeks but only 12 instructional days. Of those 12 days, only 5 are full days. Each teacher should decide whether to teach Writers or Readers Workshop on half days, which will influence the

Standards

P RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

P RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

Integration of Knowledge and Ideas

P RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

P RL.K.10 Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text.

ELA Power Standards Kindergarten

Reading: Literature

Key Ideas and Details

P RL.K.2 With prompting and support, retell familiar stories, including key details.

Reading: Informational Text

Key Ideas and Details

P RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

length of this unit. Use your data to decide what would be most beneficial to your students.

- Take advantage of people, events, and resources in your community - this unit is a perfect opportunity for students to make personal connections!

Héroes para la libertad

(Week 14, 3 Weeks)

***This unit was previously titled "African-American Heroes" and now is called "Heroes for Liberty." While much of the unit structure will stay the same, new sources and broader discussions will be incorporated once the unit is fully revised.*

In kindergarten, students dive into what is likely their first academic experience with informational texts. They become critical thinkers by learning to compare and contrast the experiences of different characters in different texts. Moreover, making connections within and between texts is a meaningful skill that both prepares children for high-rigor texts in first grade, but also opens their minds as kindergartners to the endless possibilities in the world of literacy.

In this unit, each student is challenged to demonstrate high-rigor learning in both written and oral work. Students compare the experiences of four African-American heroes: Rosa Parks, Jackie Robinson, Martin Luther King, Jr, and Ruby Bridges. They move towards this important competency in connection-making within and between texts through the use of venn-diagrams, written letters, class discussions, and class-created posters to organize, synthesize, and demonstrate their comprehension of each hero's story.

Each week, the class focuses on one African American hero's story. Rather than introducing a new text each day as was the case through much of the first benchmark, students spend one full week diving deep into their comprehension and analysis of one book. As the class continues through the unit, each week will build upon the prior. Students will pull knowledge from prior weeks in comparing and contrasting different heroes with one another. Students will identify characteristics and values of leaders and discuss ways to model those characteristics and values.

Additional standards (not power standards) taught in this unit are RL.K.5 and RI.K.3.

ELA Power Standards

Kindergarten

Reading: Literature

Key Ideas and Details

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Integration of Knowledge and Ideas

RI.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Reading: Informational Text

Key Ideas and Details

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

Writing

Research to Build and Present Knowledge

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Hogares de Animales (UbD) (Week 17, 5 Weeks)

Big idea: Interdependence

In **kindergarten**, students thrive on making connections and discovering similarities. They are acquiring so much new knowledge about the world and how it works, including how they fit into the world around them. Making connections and finding similarities and differences comes naturally to curious kindergarteners, but it also sets an important academic foundation for skills that students will use throughout their schooling and beyond. Despite the fact that they are only five, kindergarteners are capable of making profound discoveries and seeing things in ways that are not always obvious to adults.

In **this unit**, students really dig deep into content about animals, plants, habitats, interdependence, and survival. For this unit to be successful, it is critical that the teacher not only lead the way with enthusiasm and excitement, but also be knowledgeable about and fluent with the content (see especially "Knowledge" section below). This unit is taught during both Writers Workshop and Readers Workshop, making it highly interdisciplinary. The writing expectations for this unit are very high, so make sure to balance a strong *Si Se Puede!* attitude with the appropriate scaffolds and modifications for students who need them. This unit should culminate with a school-wide Science Night exhibition, though check your own school's calendar for the exact date.

Other notes:

- For full unit details, see attachment (Kinder_UbD_Habitats&Survival) under Learning Activities

Presentation of Knowledge and Ideas

PSL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

ELA Power Standards

Kindergarten

Reading: Literature

Key Ideas and Details

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

Integration of Knowledge and Ideas

RL.K.10 Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text.

Reading: Informational Text

Key Ideas and Details

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

Writing

Text Types and Purposes

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Production and Distribution of Writing

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Research to Build and Present Knowledge

- P** W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- P** W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Presentation of Knowledge and Ideas

- P** SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- P** SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

Language

Vocabulary Acquisition and Use

- P** L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Ciclos de vida (Week 22, 4 Weeks)

In kindergarten, students use informational texts to learn more about the world. Even with advanced texts, they learn how to ask questions about things they don't understand and use text features to understand the information. They are excited to learn facts and details about the things they see around them. Students are also learning to make connections as they read; they eagerly discover patterns in the natural world.

In this unit, students will explore the concept of change over time through the study of several different living organisms. They will use both fiction and non-fiction texts to ask and answer questions that lead to deeper understanding. Students will also watch as the class's caterpillars grow, build a chrysalis, and emerge as butterflies.

Each week, the class will focus on a different organism's lifecycle and

ELA Power Standards Kindergarten

Reading: Informational Text Key Ideas and Details

- P** RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- P** RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

Writing

Text Types and Purposes

how it changes over time. They will investigate the main idea and supporting details of a text, sequence each animals' life cycle, and investigate their role in protecting each animal. The animals are a butterfly, lion, and frog.

Other notes:

- Because the books are very advanced for kindergarten, it is even more important that the teacher be familiar with the text *before* sharing it with students. It might be helpful to reword long sentences, cut out unnecessary information, and/or paraphrase complex sections.
- Consider scanning two pages at a time and projecting them on the board, very large, for all students to see. (Instead of reading the book like a storybook)
- Introduce the unit with a mystery picture (ex: a room with no kids but there are party hats, a cake, balloons, etc.) We need to be detectives and figure out what is going to happen in this room - that's the main idea. How do you know? - those are the details. Whenever we look for the main idea and details, we act like detectives and try to figure out what the author wants us to learn and how we know.
- During centers, give students a graphic organizer (main idea and details) to complete with one of their guided reading books

Mi familia y yo
(Ubd)
(Week 27, 5
Weeks)

In kindergarten, students enter the grade curious young learners ready to grow. They are thirsty for new ways to understand the world around them, even though their own experiences as five- and six-year-olds are limited. They are challenged as emerging scholars to ask and answer questions, make inferences, cite evidence, and draw conclusions. They are just beginning to understand the difference between past and present, and are likely unfamiliar with the histories of their family members.

In this unit, students will become young inquirers ready to investigate primary sources. Their investigations will uncover new understandings of what families are like today, what they were like in the recent past, and what they were like long ago. Using videos, family-donated and historical photographs, audio recordings, and in-person interviews, students will become detectives seeking to understand what makes

P.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CA: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5
CA: Kindergarten

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. With prompting and support, ask and answer questions about key details in a text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Unit

Unit Overview

families both different and the same. Ultimately, each student will seek to find an important piece of their family's story that makes them different and unique. They will practice critical thinking skills such as making inferences, providing evidence, and making connections.

Each week, the class will focus on the inquiry of a different type of primary source: videos, photographs, audio recordings, and in-person interviews. For each source, the class will follow the same inquiry protocol, adapted for younger minds from the SCIM-C protocol. The steps they will follow are:

1. Summarize what I see.
2. Think about the time and place.
3. Make an inference or prediction.
4. Draw a conclusion *from all sources*.

Other notes:

- The writing components of the unit ask for students to journal each day. Consider ordering journals for students to use throughout the unit.
- This unit goes most smoothly when the parents are informed about projects and discussions well in advance. Plan ahead and send home notes in the Tuesday folder well in advance.
- This unit is taught during both read-aloud time and writers workshop.
- The unit is written so that students analyze a resource in the afternoon during Readers Workshop and reflect on it the next day during Writers Workshop. If you prefer to have your students do both steps in the same day, you can alter the schedule to make that possible.

Social Studies standard addressed:

- 1A. The student understands family life now and in the recent past; family life in various places long ago.

Nutrición
(Week 32, 5
Weeks)

In kindergarten, students participate in reading informational and fictional texts, which open their minds to the possibilities of all the knowledge that can be attained from books. A key skill with which students must enter first grade is identifying the reasons an author

Standards

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

a. Activate prior knowledge related to the information and events in texts.

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ELA Power Standards
Kindergarten
Reading: Literature

Unit

Unit Overview

gives for an assertion in a text.

In this unit, each student is challenged to understand an author's message and use it to advocate for themselves. Students will learn about healthy foods and why they are good for their bodies. They will identify the reasons an author gives for why we should eat fruits, vegetables, grains, and proteins. Combined with fictional texts telling about the adventures of different characters eating these types of foods, BrainPOP videos that tell about healthy eating, and weekly "science experiments" encouraging students to create their own healthy snacks, students will see each book come alive and apply to their own lives.

Each week, the class will focus on a different food group. They will begin reading an informational text about the food and watching applicable videos on Monday. Then on Tuesday, the class will participate in a shared reading of a fictional text where a character interacts with the food group of the week. On Wednesday, students will synthesize their knowledge from the two prior days to identify the reasons why they should eat that kind of food. On Thursday, students will work in groups combining their work from the day prior into a shared persuasive writing poster. Finally on Friday, students will apply their knowledge of the food group into a creation of their own snack containing that food.


Notes:

- Start thinking about when to schedule the end-of-unit field trip to a nearby grocery store!

 [Nutrition Unit Letter Home and Parent Sign-Up Sheet DOC](#)
 [Nutrition Unit Letter Home and Parent Sign-Up Sheet PDF](#)

Standards

Integration of Knowledge and Ideas

 **RL.K.10** Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5
CA: Kindergarten

Reading: Informational Text

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8. With prompting and support, identify the reasons an author gives to support points in a text.

Writing

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit #1: Adding & Subtracting to 10

Stage 3: Learning Plan

Key Lessons:

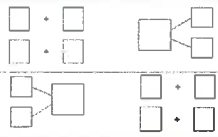
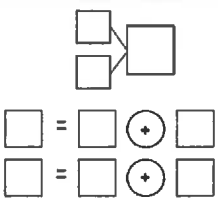




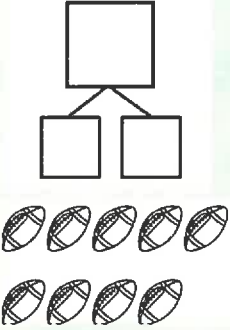

#1 Lesson 7 (1.0A.1, 1.0A.5) Yo puedo resolver cuentos de matemáticas con una parte desconocida

#2 Lesson 10 (1.0A.7) Yo puedo representar y escribir una oración numérica que resulta en lo mismo que otra

#3 Lesson 12 (1.0A.3) Yo puedo reposicionar números para escribir una oración numérica que representa el mismo cuento (commutative property)

#4 Lesson 16 (1.0A.4) Yo puedo resolver cuentos con una parte desconocida y escribir una oración de suma y resta

Objectives At-A-Glance

<p>Lesson 1 1.0A.1, 1.0A.5</p> <p>CO: Yo puedo identificar diferentes maneras para hacer los números 6 y 7</p> <p>LO: yo puedo usar la frase $__ + __ =$ también $__ + __ =$</p> <p>Exit Ticket: Identifica 2 maneras para hacer 6. Rellena el enlace numérico y representa con una oración numérica.</p>  <p>Resource: Lesson 4 EngageNY And Lesson 5 EngageNY</p>	<p>Lesson 2 1.0A.1, 1.0A.5</p> <p>CO: Yo puedo identificar diferentes maneras para hacer los números 8 y 9</p> <p>LO: Yo puedo contar adelante desde diferente numeros 1-10</p> <p>Exit Ticket: Identifica 2 maneras para hacer 9. Rellena el enlace numérico y representa con dos oración numéricas</p>  <p>Resource: Lesson 6 EngageNY and Lesson 7 EngageNY</p>	<p>Lesson 3 1.0A.1</p> <p>CO: Yo puedo identificar diferentes maneras para hacer 10.</p> <p>LO: Yo puedo contar adelante desde diferente numeros 1-10</p> <p>Exit Ticket: Elige dos parejas que hacen 10</p> <p>a)</p>  <p>b)</p>  <p>c)</p>  <p>d)</p>  <p>Resource: Lesson 8 EngageNY</p>	<p>Lesson 4 1.0A.1</p> <p><i>Utilize only if additional practice is needed</i></p> <p>CO: Yo puedo encontrar números escondidos hasta 10 y rellenar enlaces numéricos.</p> <p>LO: Yo puedo explicar oralmente como encontré los números escondidos (primero, luego, finalmente)</p> <p>Exit Ticket: Círcula 2 partes que ves y rellena el enlace numérico</p>  <p>Resource: Module 1 Lesson 1-2 EngageNY</p>	<p>Lesson 5 1.0A.5</p> <p>CO: Yo puedo sumar uno mas a numeros 1-10</p> <p>LO: Yo puedo escribir o cumplir la oración numérica</p> <p>Exit Ticket: Imagina que sumamos una más mochila al grupo. Luego rellena el enlace numérico y termina la oración numérica</p>  <p>1 mas que 7 es $______$</p> <p>$______ + 1 = ______$</p> <p>Resource: Lesson 3 EngageNY</p>
<p>Lesson 6 1.0A.5, 1.0A.6</p> <p>CO: Yo puedo resolver resolver cuentos de matemáticas usando</p>	<p>Lesson 7 1.0A.1, 1.0A.5</p> <p>CO: Yo puedo resolver cuentos de matemáticas</p>	<p>Lesson 8 1.0A.1, 1.0A.5</p> <p>CO: Yo puedo resolver cuentos de matemáticas</p>	<p>Lesson 9 1.0A.1</p> <p>CO: Yo puedo crear cuentos que representan oraciones numéricas</p>	<p>Lesson 10 1.0A.7</p> <p>CO: Yo puedo representar y escribir una oración</p>

dibujos y escribir una oración numérica.

LO: Yo puedo contar adelante desde diferente numeros 1-10

Exit Ticket:

Ilustra para resolver el cuento

Hay 3 pelotas grandes y 4 pelotas pequeñas. Cuántas pelotas hay?

Hay ___ pelotas

Termina la oración numérica

+ =

Resource:
[Lesson 10 EngageNY](#)

con una parte desconocida

LO: Yo puedo nombrar las partes y total del cuento y porque

Exit Ticket:

Luis tiene 3 galletas. Su mama le da más. Ahora, tiene 8 galletas. ¿Cuántas galletas le dio su mamá? Escribe una oración numérica y haz un dibujo

La mamá de Luis le dio ___ galletas

Resource:
[Lesson 11 EngageNY](#)

con una parte desconocida

LO: Yo puedo nombrar las partes y total del cuento y porque (___ es una parte/total porque en el cuento dice ___)

Exit Ticket:

Miguel atrapo 5 peces amarillos y otros más azules. Miguel atrapo 8 pez en total. ¿Cuántos pez eran azules? Dibuja y escribe una oración numérica que representa la historia.

Miguel capturó _____ peces azules

Resource:
[lesson 12](#)

LO: Yo puedo usar palabras que indican suma: dar/regalar, acompañar, comprar

Exit Ticket:

Cuenta un historia de matemáticas sobre la oración numérica usando un dibujo
 $3 + ? = 8$

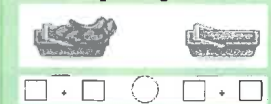
Resource:
[Lesson 13 EngageNY](#)

numérica que resulta en lo mismo que otra

LO: yo puedo describir porque las dos oraciones llegan al mismo resultado

Exit Ticket:

1) Escribe y dibuja una diferente oración numérica que resulta en lo mismo que la primera



2) ¿Cuáles de las siguientes oraciones numéricas son verdaderas y cuáles son falsas? Encierra en un círculo las verdaderas

$4 + 1 = 2 + 2$	$2 + 5 = 8 + 2$
$3 + 2 = 4 + 1$	$9 + 1 = 4 + 6$

Resource:
[Lesson 17 EngageNY](#)

Lesson 11
1.0A.7

CO: Yo puedo corregir oraciones numéricas para que sean verdaderas

LO: yo puedo explicar cómo corregir las oraciones (Primero cambia ___ a ___ para que sea igual a ___)

Exit Ticket:

Encuentre dos maneras de arreglar la oración numérica para que sea verdadera

$8 + 1 = 3 + 5$

Lesson 12
1.0A.3

CO: Yo puedo repositionar números para escribir una oración numérica que representa el mismo cuento (commutative property)

LO: Yo puedo explicar por qué el total es igual, aunque hay un orden diferente

Exit Ticket:

Escribe las oraciones numéricas que representan el mismo cuento



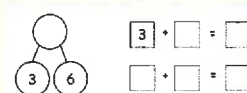
Lesson 13
1.0A.3, 1.0A.5

CO: Yo puedo escribir una segunda oración numérica con las partes en diferente orden

LO: Yo puedo contar adelante para encontrar el total

Exit Ticket:

Cuenta adelante para encontrar el total. Escribe dos oraciones numéricas



Resource:
[Lesson 20 EngageNY](#)

Lesson 14
1.0A.6

CO: Yo puedo sumar usando la estrategia dobles más 1

LO: Yo puedo describir la estrategia dobles más uno

Exit Ticket:

Resuelve las oraciones numéricas. Escribe el doble facto que te ayudó a resolver

$4 + 5 = \underline{\quad}$
 $4 + 3 = \underline{\quad}$

¿Cual es tu estrategia preferida para resolver,

Lesson 15
1.0A.5

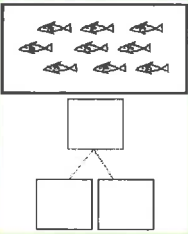
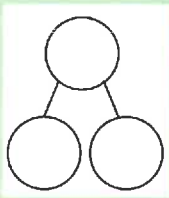
CO: Yo puedo usar una línea numérica para encontrar una parte desconocida

LO: Yo puedo explicar si contar adelante o atras es mas facil

Exit Ticket:

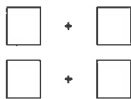
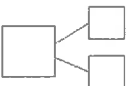


Resuelve $7 - 5 = \underline{\quad}$ usando la línea numérica. Escribe la oración de suma que se puede usar para resolver también

Curriculum/Resource:
[Lesson 26 EngageNY](#)

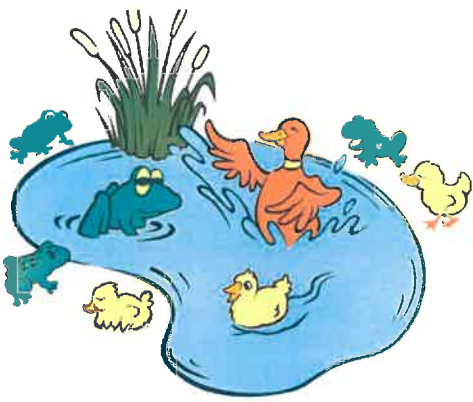
$\underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad}$ <p>Resource: Lesson 18 EngageNY</p>	<p>Explica por qué el total es igual, aunque están en orden diferente</p> <p>Resource: Learnzillion Video</p>		<p>contar adelante o dobles más uno? Porque?</p> <p>Resource: Lesson 21 EngageNY</p>	<p>If additional practice is needed, utilize Lesson 27</p>
<p>Lesson 16 1.0A.1, 1.0A.4</p> <p>CO: Yo puedo resolver cuentos con una parte desconocida y escribir una oración de suma y resta que representa el cuento</p> <p>LO: yo puedo explicar como suma y resta son relacionados</p> <p>Exit Ticket: Jane capturó 9 peces al final del día. Capturó 7 peces antes de almuerzo y unos más después de almuerzo. ¿Cuántos peces capturó después de almuerzo? Escribe dos oraciones numéricas que muestran cómo puedes resolver el problema</p>  <p>Curriculum/Resource: Lesson 25 EngageNY</p>	<p>Lesson 17 1.0A.4</p> <p>CO: Yo puedo relacionar oraciones numéricas de resta con suma</p> <p>LO: Usa la frase: “Si se que ___ puedo ___ para revisar mi respuesta” para explicar</p> <p>Exit Ticket: Karina resolvió este problema de resta: $9 - 7 = 2$. ¿Cuál oración de suma está relacionada con esta resta? Porque?</p> <p>a) $9 + 2 = 11$ b) $2 + 7 = 9$ c) $7 + 9 = 16$ d) $9 - 2 = 7$</p> <p>Resource: Lesson 30 EngageNY</p>	<p>Lesson 18 1.0A.1</p> <p>CO: Yo puedo resolver cuentos con una parte desconocida y escribir una oración numérica. (Take from with result unknown and take apart with addend unknown)</p> <p>LO: Resuma lo que nos dice y pregunta el problema (El problema nos dice ___ y queremos encontrar ___)</p> <p>Exit Ticket: Había 7 rebanadas de mango. Mi hermana se comió 2 rebanadas. ¿Cuántas rebanadas de mango quedan para comer?</p> $\underline{\quad} - \underline{\quad} = \underline{\quad}$  <p>Resource: Lesson 28 EngageNY & Lesson 29 EngageNY</p>	<p>Lesson 19 1.0A.1</p> <p>CO: Yo puedo resolver cuentos con una parte desconocida (take from with change unknown)</p> <p>LO: Resuma lo que nos dice y pregunta el problema (El problema nos dice ___ y queremos encontrar ___)</p> <p>Exit Ticket: Missy recibió 6 regalos para su cumpleaños. Ella desenvuelve algunos. Cuatro siguen envueltos. ¿Cuántos regalos desenvuelve? Muestra con un dibujo y una oración numérica</p> <p>Missy desenvuelve ___ regalos</p> <p>Resource: lesson 31</p>	<p>Lesson 20 1.0A.1</p> <p>*Put together/take apart with addend unknown are not expected to be mastered by the end of 1st grade</p> <p>CO: Yo puedo resolver cuentos con una parte desconocida (put together/take apart with addend unknown)</p> <p>LO: Resuma lo que nos dice y pregunta el problema (El problema nos dice ___ y queremos encontrar ___)</p> <p>Exit Ticket: Melissa tiene 9 lápices. Cinco son de color negro. El resto son azules. ¿Cuántos lápices son azules? Muestra con un dibujo y una oración numérica de suma y resta</p> <p>_____ lápices son azules</p> <p>Resource: Lesson 32</p>

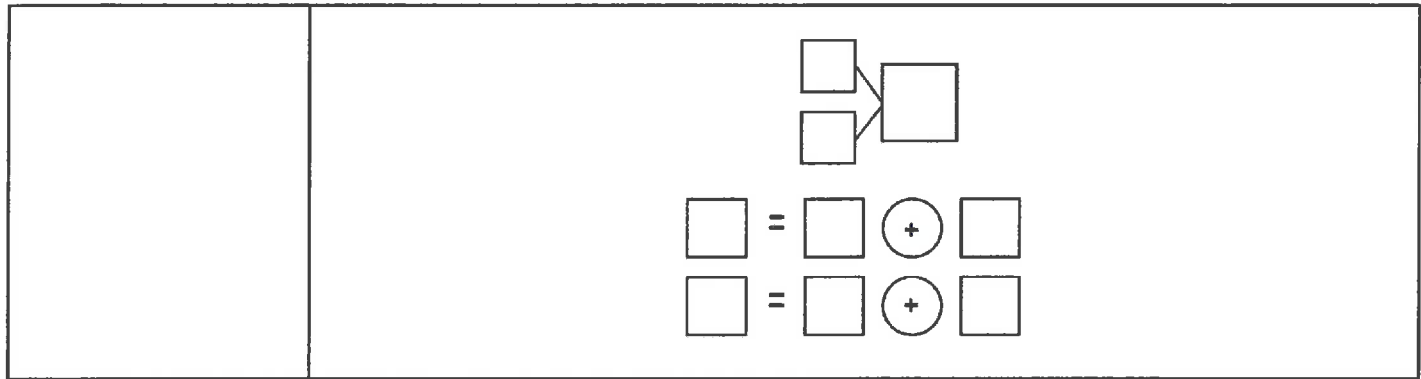
Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
<p data-bbox="82 268 253 300">1.OA.6, 1.OA.8</p> <p data-bbox="82 321 326 478">CO: Yo puedo escribir oraciones relacionadas de suma y resta (mismas partes y total)</p> <p data-bbox="82 510 142 541">LO:</p> <p data-bbox="82 573 318 751">Exit Ticket: Escribe todas las oraciones numéricas de suma y resta usando los siguientes números</p> <p data-bbox="82 783 191 814">$7 + 2 = 9$</p> <p data-bbox="82 846 318 877">____ + ____ = ____</p> <p data-bbox="82 909 318 940">____ - ____ = ____</p> <p data-bbox="82 972 318 1003">____ - ____ = ____</p> <p data-bbox="82 1056 326 1150">Curriculum/Resource Lesson 39 EngageNy</p>	<p data-bbox="440 300 521 331" style="text-align: center;">Repaso</p>	<p data-bbox="724 300 805 331" style="text-align: center;">Repaso</p>	<p data-bbox="1016 300 1097 331" style="text-align: center;">Repaso</p>	<p data-bbox="1227 300 1495 331" style="text-align: center;">End of Unit Assessment</p>

Lesson #1	Resource: Lesson 4 EngageNY and Lesson 5 EngageNY
STANDARD	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Objectives:	Content Objective: Yo puedo identificar diferentes maneras para hacer los números 6 y 7 Language Objective: yo puedo usar la frase $__ + __ =$ también $__ + __ =$
Materials	<ul style="list-style-type: none"> • Ways to make 7 Eureka lesson 5 Problem Set
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • Count on from one embedded number or part to totals of 6 and 7, and generate all addition expressions for each total. • Represent parts and total in a number bond
Guiding Questions:	<ul style="list-style-type: none"> • ¿Qué partes juntamos para hacer $__$? • ¿Cómo podemos escribir esa historia en una oración numérica? • Cuantos más necesita $__$ para hacer $__$?
Teach:	<p>Opening: Choose a group of students who have different attributes to represent decompositions of 6 (e.g., 4 boys, 2 girls; 5 with shoelaces, 1 without; 3 with short sleeves, 3 with long sleeves). Be sure to encourage the actors themselves to participate in the mathematics of the lesson.</p> <p>T: ¿Cuántos estudiantes ves? S: 6. T: ¿Cuántos chicos hay? S: 4. T: ¿Cuántas chicas hay? S: 2. T: Habla con tu pareja sobre cuál sería una buena estrategia para ver cuántos estudiantes hay en total. (Circula y escuche discusión) S: Podemos contar adelante desde 4. T: Cuenta conmigo. Empezamos desde 4. (Apunta a 4, y luego los 2 estudiantes mientras cuenta la clase.) S: Cuatro, 5, 6. T: ¿Qué partes juntamos para hacer 6? S: 4 y 2. T: Escribamos esas partes en una oración numérica. (Llame a los estudiantes para ayudarle a escribir la oración. $6 = 4 + 2$.) T: Pida a las 2 chicas que se muevan a la izquierda ya los 4 chicos a la derecha. Habla con tu pareja sobre la oración numérica que representa estas partes. S: $2 + 4 = 6$</p>


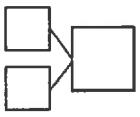
	<p>Trae el tema de cero y el total como un posible descomposición:</p> <p>T: ¿Cuántos estudiantes ves aquí arriba?</p> <p>S: 6.</p> <p>T: ¿Cuántos tigres ves aquí arriba?</p> <p>S: 0.</p> <p>T: ¿Cómo podemos escribir esa historia en una oración numérica?</p> <p>S: $6 + 0 = 6$.</p> <p>T: Piensa en una historia diferente que muestre $6 + 0 = 6$. ("Piensa en lo que podemos hacer cero representar) Pida a los estudiantes que compartan.</p> <p>T: Cuando añadimos cero, no añadimos nada a la otra parte. Y, esta es otra manera que podemos hacer 6! Seis y cero hace 6.</p> <p>*The commutative property is not focus of this lesson. More so that students generate all addition expressions for each total.</p>
Guided Instruction:	Repita el proceso anterior con la descomposición (de 6) con cordones y no (shoelaces/no shoelaces), mangas cortas y largas, o otras posibilidades. Escribe oraciones numéricas que representan cada historia
Independent Practice:	Ways to make 7. Have students find different ways to make 7 as well as write two possible equations for each (ex: $6 + 1 = 7$ $1 + 6 = 7$) Template included in Eureka lesson resource
Closing	Cuál fue la parte más grande en tu enlace numérico? Porque? (6 y 0)
Exit Ticket:	<p>Identifica 2 maneras para hacer 6. Rellena el enlace numérico y representa con una oración numérica.</p> <p>   </p> <hr/> <p>   </p>

Lesson #2	Resource: Lesson 6 EngageNY and Lesson 7 EngageNY
STANDARD	<p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>
Objectives:	<p>Content Objective: Yo puedo identificar diferentes maneras para hacer los números 8 y 9</p> <p>Language Objective: Yo puedo contar adelante desde diferente números</p>
Materials	<ul style="list-style-type: none"> 5-group cards 0–8 From Eureka Module 1 Lesson 5 Template 1
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> Count on from one embedded number or part to totals of 8 and 9, and generate all addition expressions for each total. Represent parts and total in a number bond
Guiding Questions:	<ul style="list-style-type: none"> ¿Qué partes juntamos para hacer ___?

	<ul style="list-style-type: none"> • ¿Cómo podemos escribir esa historia en una oración numérica? • Cuantos más necesita ___ para hacer ___?
Teach:	<p>Opening: Ayer, ¿qué estrategia usamos para encontrar cuántos estudiantes había en nuestro group? S: Contamos adelante. Hoy vamos a continuar de contar adelante para encontrar diferentes maneras para hacer 8 y 9 y representar con oraciones numéricas.</p> <p>T: Miran esta imagen</p>  <p>T: Hable con tu pareja sobre las diferentes partes que vez. S: ¡Ranas y patos! T: Muestra cuántas ranas hay con tus dedos S: 4 T: Muestre cuántos patos hay con tus dedos S: 4 T: Vamos a contar adelante para ver cuántos animales hay en total empesando con S: 4. T / S: Cuatro, 5, 6, 7, 8. T: Trabaje con su pareja para escribir una oración numérica que representa ranas y patos en tu pizarra S: $4 + 4 = 8$ o $8 = 4 + 4$</p> <p>T: Ahora vamos usar nuestras tarjetas de puntos para encontrar otras maneras para hacer 8 Escoge una tarjeta de número y una tarjeta de punto qué hacen 8. Vamos a comprobar juntos contando adelante del número más grande. Escribe el enlace numérico y las expresiones.</p>
Guided Instruction:	<p>Ahora, toman turnos encontrando las diferentes maneras de hacer 8 y 9 con tu pareja usando las tarjetas de puntos</p> <ol style="list-style-type: none"> 1. Pon tus cartas en el centro. Todas las tarjetas deben mostrar el punto o el número. 2. Pareja A escoge una tarjeta de número y una tarjeta de punto que piensa que hace 8 o 9. Compruebe juntos contando de la tarjeta del número. 3. Pareja B escribe el enlace numérico y las expresiones en su hoja, y Pareja A lo comprueba, Diciendo: "¡Eso es correcto!" O "Intenta de nuevo, amigo". 4. Toma turnos hasta que cada uno de ustedes tiene todas las diferentes maneras de hacer 8 y 9.
Independent Practice:	Combination of Eureka Lesson 6 and 7 Student Problem Set
Closing	Qué aprendimos hoy? Diferentes maneras para hacer 8 y 9. ¿Qué patrones vemos?
Exit Ticket:	Identifica 2 maneras para hacer 9. Rellena el enlace numérico y representa con dos oraciones numéricas

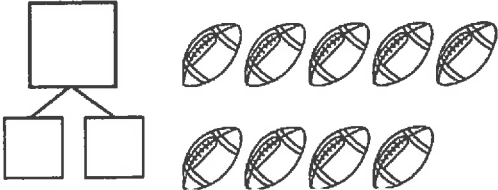


Lesson #3	Resource: Lesson 8 EngageNY
STANDARD	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Objectives:	<p>Content Objective: Yo puedo identificar diferentes maneras para hacer 10.</p> <p>Language Objective: Yo puedo contar adelante desde diferente numeros 1-10</p>
Materials	<ul style="list-style-type: none"> • Linking cubes in two colors
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • Count on from one embedded number or part to make 10, and generate all addition expressions for each total. • Represent parts and total in a number bond
Guiding Questions:	<ul style="list-style-type: none"> • ¿Qué partes juntamos para hacer ___? • ¿Cómo podemos escribir esa historia en una oración numérica? • Cuantos más necesita ___ para hacer ___?

<p>Teach:</p>	<p>Opening: Estos pasados días hemos practicado encontrando manera para hacer numbers 6-9 y contando adelante, y escribiendo oraciones numéricas. Hoy vamos a practicar encontrando todas las maneras para hacer 10.</p>  <p>T: Habla con tu pareja sobre las diferentes partes que ves en la imagen. (Circular.) Escuché a alguien decir que vieron a 4 niños en el columpio. T: Vamos a enseñar 4 niños en el columpio con un color de cubos T: Si 4 niños están en los columpios, ¿cuántos niños no están? S: 6. T: ¿Cuáles son las partes? S: 6 y 4. T: ¿Qué estrategia debemos usar para encontrar el total? S: ¡Cuenta adelante! (add the second colored cubes as you count) Cuatro, 5, 6, 7, 8, 9, 10 T: ¿Cuál es nuestro total? S: 10. T: Cómo podemos representar con una oración numérica? S: 4 + 6 y 6 + 4 T: Cómo podemos representar representar en nuestro enlace numérico?</p>
<p>Guided Instruction:</p>	<p>Repita el proceso anterior con otras situaciones y escribe cada oración numérico</p>
<p>Independent Practice:</p>	<p>Students practice making 10 using 2 different colored cubes in pairs then fill in a number bond and write expressions</p>  <p>$\square = \square + \square$ $\square = \square + \square$</p>
<p>Closing</p>	<p>Qué aprendimos hoy? Diferentes maneras para hacer 10. Contar adelante para llegar al total</p>
<p>Exit Ticket:</p>	<p>Elige dos parejas que hacen 10. Explica como supiste a) b) c) d)</p>




Lesson #4	Resource: Module 1 Lesson 2 EngageNY
STANDARD	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Objectives	Content Objective: Yo puedo encontrar números escondidos hasta 10 y rellenar enlaces numéricos. Language Objective: Yo puedo explicar oralmente como encontré los números escondidos
Materials	<ul style="list-style-type: none"> • Dot cards (6-9) for independent practice game (found as template in resource)
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • Numbers can be broken into parts. There are many ways to break a number apart • Counting on is a more efficient way to arrive at our total (versus counting all) • Make a number bond to match the picture (showing parts/total)
Guiding Questions:	<ul style="list-style-type: none"> • Cuales son las partes, cual es el total? • Cuales dos diferentes grupos o pares de números vez en ___? • Tu enlace numérico enseña las partes y el total?
Teach:	<p>Opening: En kinder ustedes aprendieron cómo usar enlaces numéricos para representar las partes de números 1-5. Hoy vamos a encontrar numeros escondidos hasta 10 y representar las partes y total en un enlace numérico. En kinder también aprendieron cómo contar todos para llegar al total, hoy vamos a aprender como contar adelante para llegar al total.</p> <p>T: (Dibuja 7 manzanas) ¿Cuántas manzanas hay? S: 7.</p> <p>T: Habla con tu pareja sobre los diferentes grupos de manzanas que ves dentro de 7. (Circula y escucha la discusión de estudiantes.) ¿Qué dos grupos diferentes ves? S: (Las respuestas pueden variar.) Vi 4 y 3.</p> <p>T: (Dibuja un círculo alrededor de 4 y 3 manzanas.) T: Vamos usar una estrategia llamada contar adelante para llegar al total. Comenzamos con 4. (Señale a cada manzana en el grupo 3.) T / S: Cuatro, 5, 6, 7. ¿Cuál es el total? S: 7.</p> <p>T: ¿Cuáles son las partes? S: 4 y 3.</p> <p>T: Vamos a representar nuestras partes y el total en un enlace numérico. Ponemos nuestro total arriba, y una parte en cada círculo. T: ¿Qué otros pares de números vez dentro 7? Trabaja con tu compañero para representar las partes y total en tu enlace numérico. Recuerda de contar adelante para llegar al total.</p>
Guided Instruction:	<p>Continúa descomponiendo 6, 8, 9, y 10 y rellenando el enlace de número de las dos partes contando adelante para llegar al total.</p> <p>Lee y dibuja los números mientras estudiantes trabajan en parejas. Circula y apoya estudiantes con:</p>

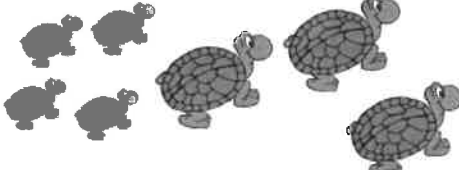
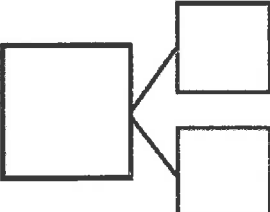

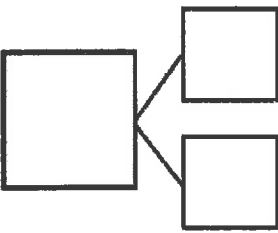
	<p>“Cuales son las partes, cual es el total? Cuales dos diferentes grupos o pares de números vez en __? Cuenta adelante para llegar al total. Representa las partes y el total en tu enlace numérico.</p>
Independent Practice:	<p>Juega partes en un enlace numérico. T: Muestre una tarjeta de puntos a tu compañero. Circula dos partes. Dibuja un enlace numérico que coincida con las partes. Toma turnos usando la misma tarjeta de punto (cambia las tarjetas después de dos vueltas). Mientras los estudiantes trabajan, circula y apoya grupos pequeños</p>
Closing	<p>¿Siempre hay más de una manera para hacer el total? Explicale a tu compañero un ejemplo Es más rápido contar todos o adelante para contar el total? Porque? Dame un ejemplo</p>
Exit Ticket:	<p>Circula 2 partes que ves y rellena el enlace numérico</p> 

Lesson #5	Resource: Lesson 3 EngageNY
STANDARD	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
Objectives	<p>Content Objective: Yo puedo sumar uno mas a numeros 1-10 Language Objective: Yo puedo explicar oralmente como encontré los números escondidos</p>
Materials	<ul style="list-style-type: none"> ● 9 linking cubes of one color, 1 linking cube of another color ● 1 More game matching cards
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> ● __ es 1 más de __ y 1 más de __ es __ ● Counting on is a more efficient way to arrive at our total (versus counting all) ● Write equation that represents situation. Reflect in a number bond
Guiding Questions:	<ul style="list-style-type: none"> ● ¿Cuántos más necesito para hacer __? ● ¿Cuál es 1 más de __? ● Cuantos cubos añadiste, cuantos hay en total?
Teach:	<p>Opening: T: Muéstrame 7 dedos T: Muéstrame 6. T: Muéstrame 7. T: Muéstrame 6. T: ¿Cuántos dedos necesitas para hacer 6? S: 1. T: Place 5 cubes of one color on students desk. ¿Cuántos cubos tienes? S: 5. T: Place additional cube of another color on desk. Ahora, ¿cuántos tienes? S: 6.</p>

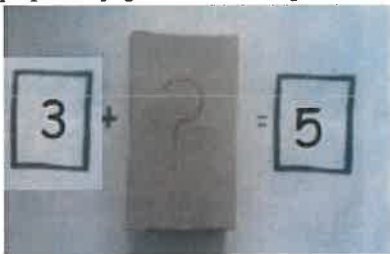
	<p>T: ¿Cómo lo sabes tan rápido?</p> <p>S: Yo conté desde 5 (adelante). Fue sólo 1 más. Vi 5 y 1 y lo sabía.</p> <p>T: ¿Cuál es 1 más de 5?</p> <p>S: 6.</p> <p>T: Vamos a leer en una oración completa (Señale a la oración: 1 más de ____ es ____.)</p> <p>T / S: 1 más de 5 es 6.</p> <p>T: Intentemos decir esto de una manera diferente. Cuál era la primera parte que vimos?</p> <p>S: 5.</p> <p>T: ¿Cuántos más necesitó para hacer 6?</p> <p>S: 1.</p> <p>T: Podemos decir 6 es 1 más que</p> <p>S: 5.</p> <p>T: Vamos a leer en una oración completa. ____ es 1 más que ____.)</p> <p>S: 6 es 1 más de 5.</p> <p>T: Ayúdame a escribir nuestras partes y el total en una oración numérica o ecuación. Empezamos con</p> <p>S: 5.</p> <p>T: ¿Cuántos cubos añadimos?</p> <p>S: 1.</p> <p>T: ¿Cuántos cubos tenemos en total?</p> <p>S: 6.</p> <p>T: Vamos a leer nuestra oración numérica juntos.</p> <p>T / S: $5 + 1 = 6$.</p> <p>T: También lo podemos escribir en otra manera. Cuantos cubos había en total?</p> <p>S: 6</p> <p>T: Añadimos cuales dos números para llegar a 6?</p> <p>S: 5 y 1</p> <p>T: Vamos a leer nuestra oración numérica juntos.</p> <p>T / S: $6 = 5 + 1$</p>
Guided Instruction:	<p>Continúa este proceso con 7, 8 y 9. Pida a los estudiantes que digan "8 es 1 más de 7 "y" 1 más de 7 es 8. "Al escribir la oración numérica, asegúrate de tener el signo igual a cada lado de la ecuación (es decir, $7 + 1 = 8$ y $8 = 7 + 1$).</p>
Independent Practice:	<p>Juega el 1 Más juego! El objetivo es emparejar una tarjeta de punto con la tarjeta que tiene 1 más. Estas son las instrucciones:</p> <ol style="list-style-type: none"> 1. Ponga todas sus cartas boca abajo, con tarjetas de punto en un lado y tarjetas de oración en el otro. 2. Voltea una tarjeta de puntos. 3. Voltea una tarjeta de oración. 4. Mantenga el par si la carta de oración es una más que la tarjeta de puntos. 5. Voltea las tarjetas patras a boca abajo si no coinciden. 6. Cuando parejas han hecho todas las parejas, escriba una oración numérica para cada pareja. <p>Modelo de cómo jugar con los estudiantes. Practique el idioma 1 más que ____ es ____ y ____ es 1 más que ____.</p>
Closing	<p>Si tuviéramos que encontrar dos más, ¿cómo nos ayudaría esta lección?</p> <p>Usando lo que aprendiste hoy, ¿qué es 1 más de 13 ¿Cómo lo sabes?</p>
Exit Ticket:	<p>Imagina que sumamos una más mochila al grupo. Luego rellena el enlace numérico y termina la oración numérica</p>

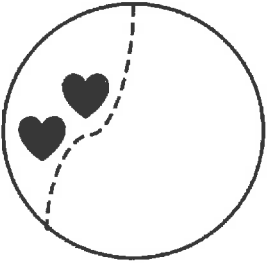
	
	<p>1 mas que 7 es _____</p> <p>_____ + 1 = _____</p>

Lesson #6	Resource: Lesson 10 EngageNY
STANDARD	<p>1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>
Objectives:	<p>Content Objective: Yo puedo resolver cuentos de matemáticas usando dibujos y escribir una oración numérica.</p> <p>Language Objective: Yo puedo contar adelante desde diferente numeros 1-10</p>
Materials	•
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • Relate counting on to addition • Count on from one embedded number or part to get total • Write addition number sentence for story problems
Guiding Questions:	<ul style="list-style-type: none"> • Cuál oración numérica representa esta historia? Como sabes? • Que representa cada número en tu oración numérica? • Cuales son las partes y cual es el total?
Teach:	<p>Opening: Bienvenidos a Teatro de Matemáticas! Ustedes serán actores y actrices hoy! Elija un grupo de actores para actuar: Hay 5 estudiantes sentados y 2 estudiantes de pie. Cuántos estudiantes hay en total? T: Cuál estrategia que hemos practicado podemos usar? S: Contar adelate. T: Empezamos con el número más grande. S/T: Cinco, 6, 7 T: Este es el número total de estudiantes. Vamos a mostrar el total en nuestro enlace numérico. T: ¿Cuántos estudiantes estaban sentados? S: 5 estudiantes. T: (escribe parte en enlace numérico) ¿Cuántos estaban de pie? S: 2 estudiantes</p>

	<p>T: (escribe parte en enlace numérico) Piensa en la historia que acabas de ver. Dile a tu compañero una oración numérica que representa esta historia? S: $5 + 2 = 7$</p> <p>T: Ahora haremos dibujos para nuestras historias. Te contaré una historia y dibujaras. Hay 4 gusanos en una hoja gigante. Tres gusanos más se enciman a la hoja. T: Dile a tu compañero cuáles son las dos partes en esta historia? T: Escribe una oración numérica para mostrar lo que sucedió y encuentra el total contando adelante. S: $4 + 3 = 7$ T: Dile a tu compañero lo que cada número representa en la historia.</p>
<p>Guided Instruction:</p>	<p>Esta vez, sólo escribiré la oración numérica. Tu trabajo es hacer un dibujo que representa la oración numérica. Escribe $5 + 2 = 7$ Have students show parts and total in number bond and write a complete sentence for their answer: Hay _____ Repita el proceso para $6 + 4 = 10$, $2 + 7 = 9$ y $4 + 0 = 4$</p>
<p>Independent Practice:</p>	<p>Student Practice from Eureka Lessons 9 and 10</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>_____ tortugas pequeñas + _____ tortugas grandes = _____ tortugas</p> </div> <div style="text-align: center;">  </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>_____ cerdos no en barro + _____ cerdos en barro = _____ cerdos</p> </div> <div style="text-align: center;">  </div> </div>
<p>Closing</p>	<p>¿Contando adelante es lo mismo que añadir? ¿Cómo lo sabes? (Los números estaban aumentando; contamos arriba, etc.) ¿Qué estrategias ha estado utilizando para contar y resolver nuestras historias hoy?</p>
<p>Exit Ticket:</p>	<p>Ilustra para resolver el cuento Hay 3 pelotas grandes y 4 pelotas pequeñas. Cuántas pelotas hay?</p> <p>Hay _____ pelotas</p> <p>Termina la oración numérica</p>

$$\square + \square = \square$$

Lesson #7	Resource: Lesson 11 EngageNY
STANDARD	<p>1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>
Objectives:	<p>Content Objective: Yo puedo resolver cuentos de matemáticas con una parte desconocida</p> <p>Language Objective: Yo puedo nombrar las partes y total del cuento y porque</p>
Materials	<ul style="list-style-type: none"> • Mystery box or bag • Linking cubes or other friendly counting manipulative • Sticky note or card with question mark for each student
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • Problemas can ask us to find a part in addition to the total • Count on from one embedded number or part to get total • Represent story problems with a number sentence showing a variable for the unknown (question mark, box)
Guiding Questions:	<ul style="list-style-type: none"> • Cual es el total? Cuales son las partes? • En esta historia estábamos buscando el total o una parte? Como sabes?
Teach:	<p>Opening: Hoy vamos a trabajar en resolviendo cuentos de matemáticas, pero son cuentos un poco diferente de los que hemos resuelto. Tienen una parte misteriosa!</p> <p>Habia una vez 3 pequeños osos que fueron a jugar al bosque. (Coloque 3 osos) Luego, algunos más osos se acercaron. (Coloque la caja con el signo de interrogación al lado de los osos.) Al final, había 5 osos pequeños jugando en el bosque.</p>  <p>T: ¿Cuántos osos crees que vinieron a jugar (señale a la caja)? Comparte con tu compañero (Pida a algunos estudiantes que compartan ideas variadas.)</p> <p>S: Contamos adelante.</p> <p>S / T: Vamos intentar todos juntos de contar adelante mientras yo dibujo puntos debajo para tomar cuenta. Tres, 4, 5.</p> <p>T: ¿Cuántos osos más vinieron a jugar?</p> <p>S: ¡2 osos!</p> <p>T: Vamos a averiguar si estábamos correcto. (Abre la caja y revela 2 osos.) ¡Tienes razón!</p> <p>T: Escriba la oración numérica y el enlace numérico para la historia.</p> <p>T: Cual es el total? Cuales son las partes? En esta historia estábamos buscando el total o una parte?</p>

Guided Instruction:	<p>1) Nueve osos estaban jugando a la traes. Al principio, había 6 osos jugando. ¿Cuántos osos más se unieron?</p> <p>2) Había 8 estudiantes en el club de cocina, y sabemos que 5 de los estudiantes son chicos. Cuántos son chicas?</p> <p>Have students use a question mark sticky note or bag to practice similarly as the model. Have students recontextualize the numbers in the story by asking what each number represents. “Que representa ___ en l historia? “Cual es el total? Cuales son las partes? En esta historia estábamos buscando el total o una parte? Como sabes?</p>
Independent Practice:	<p>Consider Student Practice from Eureka Lesson 11 like the example below</p> <p>Kate y Nana estaban horneando galletas. Hicieron 2 galletas de corazón y luego hicieron algunas galletas cuadradas. Hicieron 8 galletas en total. ¿Cuántas galletas cuadradas hicieron? Dibuja y cuenta adelante para representar la historia.</p> 
Closing	<p>¿Cómo son diferentes estas historias que resolvimos hoy de otras que hemos tenido?</p>
Exit Ticket:	<p>Luis tiene 3 galletas. Su mama le da más. Ahora, tiene 8 galletas. ¿Cuántas galletas le dio su mamá?</p> <p>Escribe una oración numérica y haz un dibujo</p> <p style="text-align: right;">La mamá de Luis de dio ___ galletas</p>

Lesson #8	Resource: Lesson 12 EngageNY
STANDARD	<p>1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>
Objectives:	<p>Content Objective: Yo puedo resolver cuentos de matemáticas con una parte desconocida</p> <p>Language Objective: Yo puedo nombrar las partes y total del cuento y porque (___ es una parte/total porque en el cuento dice ___)</p>
Materials	<ul style="list-style-type: none"> • Linking cubes or other friendly counting manipulative • Sticky note or card with question mark for each student
Key Understandings	<ul style="list-style-type: none"> • Problemas can ask us to find a part in addition to the total

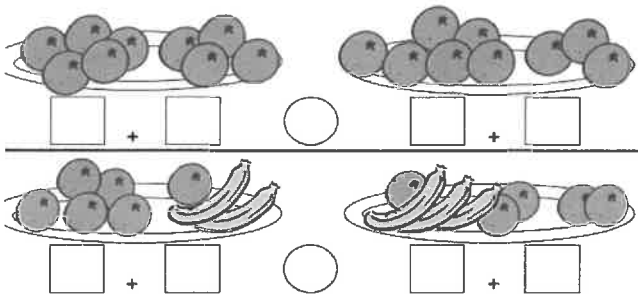
(knowledge/skills)	<ul style="list-style-type: none"> ● Count on from one embedded number or part to get total ● Represent story problems with a number sentence showing a variable for the unknown (question mark, box)
Guiding Questions:	<ul style="list-style-type: none"> ● Que representa el número __ en la historia? Como sabes? ● Cual es el total? Cuales son las partes? ● En esta historia estábamos buscando el total o una parte? Como sabes?
Teach:	<p>Opening: Ayer aprendimos cómo resolver cuentos de matemáticas con una parte? S:(misteriosa/desconocida) T:Hoy vamos a continuar de practicar resolviendo este tipo de cuento.</p> <p>Ayudame a resolver esta historia: Kate tiene 1 hermana y algunos hermanos. Ella tiene 7 hermanos y hermanas en total. Cuantos hermanos tiene Kate? (Coloque 1 cubo encima de el número 1 escrito. T: Que representa el 1 en la historia? Como sabes? S: 1 es el número de hermanas que tiene Kate porque en la historia dice que Kate tiene 1 hermana. T: Vamos a continuar de leer, “y algunos hermanos.” Sabemos la cantidad de hermanos? S: No porque dice tiene algunos hermanos. No nos dice cuantos en la historia T:¿Qué debemos hacer en nuestra oración numérica aquí? Habla con tu compañero y muéstrala en tu oración numérica S: Signo de interrogación o un cuadro vacío porque no sabemos esa parte (número de hermanos) T: Vamos a terminar de leer el cuento, “Ella tiene 7 hermanos y hermanas en total.” Esta informacion nos da el total o una parte? Como lo represento en mi oración numérica? S: Es el total porque el cuento dice 7 es el total número de hermanos y hermanas. $1 + \underline{\quad} = 7$ T: (Coloque 7 cubos encima de el número 7 escrito). Cual estrategia puedo usar para encontrar esa parte desconocida/numero misterioso? S: Cuenta adelante o Se que 1 y 6 hacen 7, entonces Kate tiene 6 hermanos.</p> <p>Explica que este tipo de problema de historia es un cambio de misterio porque el cambio que resulta en el total es un misterio (la parte desconocida).</p>
Guided Instruction:	<p>Escribe $4 + ? = 7$ Esta vez, quiero que pienses en una historia donde una parte es desconocida. Students should use manipulatives such as cubes (or the dot/number cards used earlier in unit) to represent their numbers. In addition, students will need a sticky note or question mark card to represent the unknown part.</p> <p>Walk around and take note of exemplar stories to share with whole class. Try others if time: $9 = 5 + ?$, $6 = 4 + ?$, $2 + ? = 8$</p>
Independent Practice:	<p>Consider Student Practice from Eureka Lesson 12 like the example below</p> <p>Tengo 3 manzanas. Mi mamá me da algunas más. Luego, tengo 10 manzanas. ¿Cuántas manzanas más me dio mi mamá ?</p> <p>_____ manzanas + _____ manzanas = _____ manzanas</p> <p>Mamá me dio _____ manzanas</p>

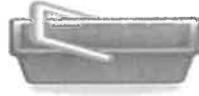
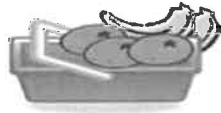
Closing	¿Algunos problemas fueron más rápido de resolver que otros? ¿Por qué? Comparta un ejemplo
Exit Ticket:	<p>Miguel atrapo 5 peces amarillos y otros más azules. Miguel atrapo 8 pez en total. ¿Cuántos pez eran azules? Dibuja y escribe una oración numérica que representa la historia.</p> <p style="text-align: center;">Miguel capturó _____ peces azules</p>

Lesson #9	Resource: Eureka Module 1 Lesson 13
STANDARD	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Objectives:	<p>Content Objective: Yo puedo crear cuentos que representan oraciones numéricas</p> <p>Language Objective: Yo puedo usar palabras que indican suma: dar/regalar, acompañar, comprar</p>
Materials	<ul style="list-style-type: none"> Number sentence cards (from Eureka Lesson 11 Template) with sticky notes labeled with a question mark per pair Blank number sentence and number bond (Eureka Lesson 6 Template 2)
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> Contextualize number sentences with an oral story, with a missing a part or total Represent equations with a number bond
Guiding Questions:	<ul style="list-style-type: none"> ¿Qué necesitamos encontrar en esta oración, el total o una parte?
Teach:	<p>Opening:</p> <p>T: (Enseña $6 + \underline{\quad} = 8$ con el 2 cubierto con una nota pegajosa con el signo de interrogación) ¿Qué necesitamos encontrar en esta oración, el total o una parte? Habla con tu compañero</p> <p>S: ¡la parte porque ya sabemos una parte y el total es 8</p> <p>T: La parte que falta, es como encontrar lo que hay en la caja misteriosa.</p> <p>T: Hoy vamos a practicar inventar cuentos que representan oraciones numéricas. Ahora como se que mi historia busca una parte desconocida, escuchame a mi inventar una historia.</p> <p>Hmm... (point to 6) había 6 leones en una selva (draw 6 quick circles to represent your lions) Luego algunos más vinieron.</p> <p>T: Mi oración numérica no me dice cuantos más vinieron entonces, mi cuento tiene que indicar la parte es desconocida.</p> <p>T: (point to 8) Al final había 8 leones en la selva.</p>
Guided Instruction:	<p>Ahora tu intena con tu pareja para esta oración numérica. $7 - \underline{\quad} = 9$</p> <p>¿Qué necesitamos encontrar en esta oración, el total o una parte?</p> <p>Inventa una historia con la parte desconocida.</p> <p>Listen for students sharing stories that correctly represent the equation</p>
Independent Practice:	Distribute number sentence cards and number sentence and bond template to pairs of students

	T: Ustedes turnan para ser narradores de matemáticas. Una pareja escoge su propia tarjeta de la oración numérica y pega una nota pegajosa en el total o en la segunda parte de la oración numérica. Luego cuenta una historia que representa la oración numérica. La segunda persona tendrá que representar la historia en el enlace numérico
Closing	•
Exit Ticket:	Cuenta un historia de matemáticas sobre la oración numérica usando un dibujo $3 + ? = 8$

Lesson #10	Resource: Lesson 17 EngageNY
STANDARD	1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$
Objectives:	Content Objective: Yo puedo representar y escribir una oración numérica que resulta en lo mismo que otra Language Objective: yo puedo describir porque las dos oraciones llegan al mismo resultado
Materials	<ul style="list-style-type: none"> • Linking cubes of two colors
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • True number sentences result in the same total on each side of the equal sign • There are different sums (parts) that arrive at the same total • Use colored cubes to represent and prove different ways to arrive at the same total and write number sentences • The equal sign means value is the same on each side
Guiding Questions:	<ul style="list-style-type: none"> • Qué parte representa el __, que parte representa el __? Que representa el total? • El total de esta oración numérica es igual a __? Como sabes? • __ + __ = __ + __ son iguales porque?
Teach:	<p>Opening: Vamos a recordar nuestra estrategia de enlaces numéricos y pensar en dos partes que hacen el número 6 (Draw number bond showing total of 6 at top) Habla con tu pareja sobre cuales dos números hacen 6 S: 3 y 3, 4 y 2 T: (Fill in number bond with parts and reflect a few other ways students shared to get to 6) Wow, sabemos que hay diferentes maneras para hacer el total 6. Hoy vamos a usar lo que sabemos de diferentes maneras para hacer un número para representar y escribir una oración numérica que resulta en lo mismo que otra</p> <p>Prep red and yellow colored cubes for each student. Think through student pairings before beginning. T: Vamos a jugar un juego llamado Hazlo Igual. (Pair students as Partner A and B) Estudiante B, cierra los ojos. Estudiante A, junta tus cubos para que se miran como el mío. (Muestra 4 cubos rojos y 1 cubo amarillo) Esconde tu palo de cubos atrás de ti y ahora cierra tus ojos. T: Estudiante B, abre los ojos. junta tus cubos para que se miran como el mío. (Mostrar 3 rojo y 2 amarillo Cubos como un palo) Esconde tu palo de cubos atrás de ti y ahora cierra tus ojos. T: Estudiante A, abre los ojos. Todos, escriben la oración numérica que muestra cuántos cubos tienes. S: (Estudiante A escribe $4 + 1$, Estudiante B escribe $3 + 2$.) T: Muestran su palo de cubos ¿Cómo son iguales? ¿Como son diferente? S: Mi palo tiene 4 cubos rojos y 1 amarillo, pero mi compañero tenía 3 cubos rojos y 2 amarillos. T: ¿Cómo son iguales? S: Los dos tiene 5 cubos.</p>

	<p>T: Aunque tienen partes diferentes, ¿tienes el mismo total? S: Sí. T: Acuestan sus palos de cubos uno al lado del otro T: Hmm ... ¿Cuántos cubos tiene el lado izquierdo? S: 5. T: ¿Cuántos cubos tiene en el lado derecho? S: 5. T: ¿5 es igual a 5? S: ¡Sí! T: ¿4 + 1 es igual a 3 + 2? S: ¡Sí! T: Digamos la oración numérica. T / S: $4 + 1 = 3 + 2$. T: Esto se llama una oración numérica verdadera porque las oraciones numéricas de cada lado del signo de igualdad resultan en el mismo total</p>
<p>Guided Instruction:</p>	<p>T: (Muestra un palo con 6 rojo y 2 cubos amarillos.) Escribe la oración numérica que muestra cuántos cubos tenemos S: $6 + 2$ T: ¿Qué parte de nuestro palo de cubos representa el 6, que parte representa el 2? ¿Que representa el total? T: Ahora con tu pareja, usa tus cubos para hacer otro palo que muestra el mismo total en un diferente manera. Escribe la oración numérica que representa su palo. $6 + 2 = \underline{\quad} + \underline{\quad}$</p> <p>Circulate and observe student work. Note misconceptions and select a pair of students who arrived to an additional way to make 8. As pair shares, prompt class with: T: ¿Qué parte representa el $\underline{\quad}$, que parte representa el $\underline{\quad}$? ¿Que representa el total? El total es igual a 8? Como sabemos? T: $6 + 2 = \underline{\quad} + \underline{\quad}$ son iguales porque?</p>
<p>Independent Practice:</p>	<p>Eureka Lesson 17 Problem Set Escribe una oración numérica que representa cada plato de fruta. Si los platos tienen la misma cantidad de fruta, escribe el signo de igualdad entre las oraciones numéricas y encierra en un círculo las verdaderas</p>  <p>The image shows four plates of fruit arranged in a 2x2 grid. Each plate has a corresponding addition problem with two empty boxes for the numbers and a circle to be filled in if the equation is true.</p> <ul style="list-style-type: none"> Top-left: A plate with 6 apples and 2 oranges. Below it is $\square + \square$ and a circle. Top-right: A plate with 5 apples and 3 oranges. Below it is $\square + \square$ and a circle. Bottom-left: A plate with 3 apples and 2 bananas. Below it is $\square + \square$ and a circle. Bottom-right: A plate with 2 apples and 3 bananas. Below it is $\square + \square$ and a circle.
<p>Closing</p>	<p>Piensa en el objetivo de hoy. ¿Qué nos dice el signo de igualdad? $6 + 4 = 5 + 5$ son lo mismo que $10 = 10$? Habla con tu pareja sobre por qué o por qué no.</p>
<p>Exit Ticket:</p>	<p>1) Escribe y dibuja una diferente oración numérica que resulta en lo mismo que la primera</p>



$$\square + \square$$



$$\square + \square$$

2) ¿Cuáles de las siguientes oraciones numéricas son verdaderas y cuáles son falsas?
Encierra en un círculo las verdaderas

$$4 + 1 = 2 + 2$$

$$2 + 5 = 8 + 2$$

$$3 + 2 = 4 + 1$$

$$9 + 1 = 4 + 6$$

Lesson #11	Resource: Lesson 18 EngageNY
STANDARD	1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$
Objectives:	Content Objective: Yo puedo corregir oraciones numérica para que sean verdadera Language Objective: yo puedo explicar cómo corregir las oraciones (Primero cambia __ a __ para que sea igual a __)
Materials	<ul style="list-style-type: none"> Lesson 18 true and false number sentence cards (Template)
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> True number sentences result in the same total on each side of the equal sign There are different sums (parts) that arrive at the same total Use colored cubes to represent and prove different ways to arrive at the same total and write number sentences The equal sign means value is the same on each side
Guiding Questions:	<ul style="list-style-type: none"> Qué parte representa el __, que parte representa el __? Que representa el total? El total de esta oración numérica es igual a __? Como sabes? __ + __ = __ + __ son iguales porque?
Teach:	<p>Opening: Ayer, hiciste un montón de oraciones numéricas verdaderas. Haz un dibujo para mostrar por qué esta oración numérica NO es verdadera ($4 + 2 = 5 + 3$.)</p> <p>S: (Draws and solves for each side)</p> <p>T: Hable con su pareja. ¿Cómo sabes que $4 + 2 = 5 + 3$ no es igual, o falso?</p> <p>S: $4 + 2$ es 6, y $5 + 3$ es 8, no son iguales porque 6 no es lo mismo que 8.</p> <p>T: Cómo encontraste los resultados de cada oración numérica?</p>

	<p>S: Conte adelante, seis, 7, 8... Mire mi dibujo</p> <p>T: ¿Cómo puedes arreglar esta oración numérica para hacerla igual o verdadera? Trabaja con tu compañero</p> <p>Circulate for responses students will share</p> <p>S: Cambia $4 + 2$ a $4 + 4$ para que sea igual a 8. Cambie $5 + 3$ a $5 + 1$ para que sea igual 6.</p> <p>T: (Show edits on number sentence on board and draw accompanying picture to support students)</p> <p>T: Wow, entonces hay más de una manera de corregir estas oraciones numéricas para que sean iguales or verdaderas</p>
Guided Instruction:	<p>Hoy, jugarás oración numérica verdadero o falso</p> <p>Direcciones:</p> <ol style="list-style-type: none"> 1. Lea juntos la oración numérica. 2. Utilice tu pizara para dibujar y (cubes for added scaffold) resolver cada lado de la oración numérica. 3. Si la oración es cierta, Pareja A usa su marcador verde para ponerle un cheque. 4. Si la oración es falsa, trabajen juntos para cambiar un número para hacer la oración numérica igual, usando un marcador rojo. 5. Pareja B lo comprueba, y se convierte en su turno para recoger una tarjeta. <p>Circule y apoye a los estudiantes mientras juegan</p>
Independent Practice:	Continue True/False number sentence game while you pull small groups
Closing	En que mejoramos hoy? Que parte sigue difícil en escribir una oración numérica que resulta en lo mismo? Que significa el signo de igualdad?
Exit Ticket:	<p>Encuentre dos maneras de arreglar la oración numérica para que sea verdadera</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> $8 + 1 = 3 + 5$ </div> <p>_____ + _____ = _____ + _____ _____ + _____ = _____ + _____</p>

Lesson #12	Resource: Learnzillion Video
STANDARD	1.OA.3 Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known.(Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)
Objectives:	<p>Content Objective: Yo puedo reposicionar números para escribir una oración numérica que representa el mismo cuento (commutative property)</p> <p>Language Objective: Yo puedo explicar por qué el total es igual, aunque hay un orden diferente</p>
Materials	•
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • We can switch the order of the addends and still get the same total • The order of numbers can differ, what each number represents depends on the context of the story • Draw and write corresponding number sentences
Guiding Questions:	<ul style="list-style-type: none"> • ¿Por qué el total permanece igual, a pesar de reposicionar los números en un orden diferente?
Teach:	Opening:

Ron esta emocionado para tener unos invitados en su casa. Ordenó una grande pizza para sus 10 amigos. Quiso 7 rebanadas de queso y 3 de pepperoni.

(Show receipt)

PIZZERIA FELIZ

Coberturas de pizza	Rebanadas de pizza
Queso	3
Pepperoni	7

T: El trabajador de la pizzería escribió el orden de Ron incorrectamente. Mira el recibo, que fue incorrecto?
S: Ron ordeno 7 de queso, no 3 y 3 de pepperoni no 7. Es lo opuesto. Resultando en Ron no recibiendo lo que ordenó.

T: Si el orden es incorrecto, todos seguirán recibiendo una rebanada de pizza? Hmm vamos a pensar ¿Qué me pide este problema? Que estoy encontrando? Habla con tu pareja

S: Tendrá suficiente pedazos de pizza Ron para los 10 niños con el incorrecto orden que recibió

T: ¿Qué es lo que ya sé que me ayudará a encontrar lo que busco?

S: Ron tiene 10 amigos, necesita 10 rebanadas de pizza

T: Dibuja la pizza que quiso Ron (7 queso y 3 pepperoni) Cual oración numérica representa esta situación?

Habla con tu pareja y cuéntale que representa cada número en tu oración

S: $7 + 3 = 10$. 7 = queso, 3 = pepperoni 10 = total

T: Dibuja la pizza incorrecta que Ron recibió (3 queso y 7 pepperoni) Cual oración numérica representa esta situación? Habla con tu pareja y cuéntale que representa cada número en tu oración

S: $3 + 7 = 10$. 3 = queso, 7 = pepperoni 10 = total

T: Mira a tus oraciones numéricas. Si sabemos que Ron tiene 10 amigos, todos seguirán recibiendo una rebanada de pizza, porque?

S: Si porque podemos cambiar el orden de los números y obtener el mismo total

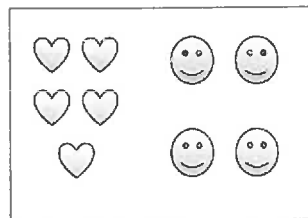
T: Todos recibirán una rebanada de pizza

Guided Instruction:

Maya dijo que si $6 + 2 = 8$, entonces $2 + 6$ también será igual a 8. Maya es correcta? Explica cómo sabes con modelos y palabras

Independent Practice:

Utilice la imagen y escriba las oraciones numéricas para mostrar las partes en un orden diferente



$$\underline{\quad} + \underline{\quad} = \underline{\quad} \qquad \underline{\quad} = \underline{\quad} + \underline{\quad}$$

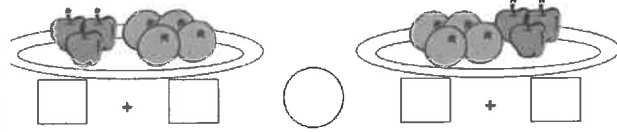
$$\underline{\quad} + \underline{\quad} = \underline{\quad} \qquad \underline{\quad} = \underline{\quad} + \underline{\quad}$$

Closing

¿Por qué el total permanece igual, a pesar de reposicionar los números en un orden diferente?

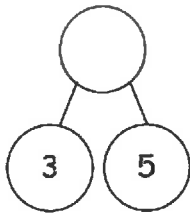
Exit Ticket:

Escribe las oraciones numéricas que representan el mismo cuento



Explica por qué el total es igual, aunque están en orden diferente

Lesson #13	Resource: Lesson 20 EngageNY
STANDARD	<p>1.OA.3 Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known.(Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>
Objectives:	<p>Content Objective: Yo puedo escribir una segunda oración numérica con las partes en diferente orden</p> <p>Language Objective: Yo puedo contar adelante para encontrar el total.</p>
Materials	•
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • Counting on from the larger number allows us to arrive at the sum more efficiently • We can switch the order of the addends and still get the same total • Write two number sentences (communicative property) and explain why they both arrive at same total
Guiding Questions:	<ul style="list-style-type: none"> • ¿Cuál era la forma más rápida de contar? ¿Por qué? • ¿Por qué el total permanece igual, a pesar de repositonar los números en un orden diferente?
Teach:	<p>Opening: Estos pasados días hemos aprendido que el orden de como están escrito nuestros números no afecta el resultado. Nosotros sabemos que $1 + 7$ and $7 + 1$ llegan al mismo total</p> <p>T: Si yo quería contar adelante para resolver este problema, que sería más rápido, empezando por 1 o con 7? Hable con un compañero.</p> <p>T: Vamos a tratar de contar en las dos maneras para decidir juntos.</p> <p>S / T: Uno, 2, 3, 4, 5, 6, 7, 8.</p> <p>T: Ahora, intentamos la segunda manera</p> <p>S / T: Siete, 8</p> <p>T: ¿Cuál era la forma más rápida de contar? ¿Por qué?</p> <p>S: Cuando empiezas con el número más grande, no tienes que contar tanto.</p> <p>T: Si, si empezamos con el número más grande contamos más rápido para llegar al total. Esto va ser muy importante cuando llegamos a trabajar con números más grandes en primer grado.</p>
Guided Instruction:	Vamos intentar otro más. Aquí tengo mis dos partes en mi enlace, pero no sabemos el total. Cual es el número más grande? Como sabes? Comparte con tu compañero



S: 5 porque tengo dos mas que 3

T: Si queremos contar adelante para resolver este problema, que sería más rápido, empezando con 5 o con 3?
Hable con un compañero

T: Vamos a tratar de contar en las dos maneras para decidir juntos.

S / T: tres, 4, 5, 6, 7, 8.

T: Ahora, intentamos la segunda manera

S / T: cinco, 6, 7, 8

T: ¿Cuál era la forma más rápida de contar? ¿Por qué?

S: 5 porque es el número más grande. Cuando empiezas con el número más grande no tienes que contar tanto.

T: Escribe dos oraciones numéricas que representa este enlace. Complete la primera oración con la parte más grande

S: $5 + 3 = 8$, $3 + 5 = 8$

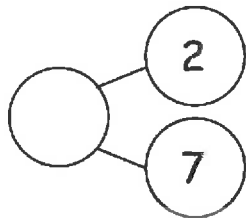
T: ¿Por qué el total permanece igual, a pesar de reposicionar los números en un orden diferente?

S: Porque los dos números llegan a 8, no importa cuál numero va primero/segundo, la suma es igual

Independent Practice:

Utilize Eureka Problem Set 20 like the following example:

Colorea la parte más grande del enlace. Cuenta adelante con esa parte para encontrar el total, y rellena el enlace numérico. Complete la primera oración numérica y luego escribe una segunda manera con la parte más grande



$$\boxed{2} + \boxed{} = \boxed{}$$

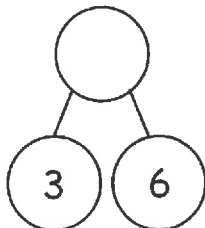
$$\boxed{} + \boxed{} = \boxed{}$$

Closing

¿Cuándo nos ayuda mas de cuenta adelante con el número más grande?

Exit Ticket:

Cuenta adelante para encontrar el total. Escribe dos oraciones numéricas



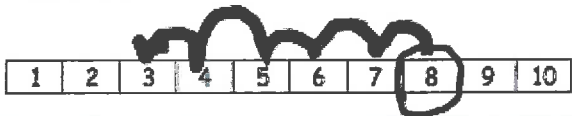

$$\boxed{3} + \boxed{} = \boxed{}$$

$$\boxed{} + \boxed{} = \boxed{}$$

STANDARD	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$)
Objectives:	Content Objective: Yo puedo sumar usando la estrategia dobles más 1 Language Objective: Yo puedo describir la estrategia dobles más uno
Materials	<ul style="list-style-type: none"> • Lesson 21 Template
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • Recognize doubles and doubles plus one as an additional strategy to add numbers more efficiently • Relate counting on to doubles and doubles plus one • Visualize doubles facts within number sentences
Guiding Questions:	<ul style="list-style-type: none"> • ¿Cómo se relaciona $3 + 4$ con $3 + 3$? (or any combination relating to making a doubles fact) • ¿Cuál es tu estrategia preferida para resolver $5 + 4$, contar adelante o dobles más uno? Porque?
Teach:	<p>Opening: Amigos hoy vamos aprender una nueva estrategia para sumar números más rápidos. Esta estrategia además de contar adelante nos apoyan en sumar. Muéstreme 2 y 2 dedos en cada mano. Dile a tu compañero la oración numérica para que nos dice cuántos dedos hay en total S: $2 + 2 = 4$. T: (Continuar con $3 + 3$, $4 + 4$, $5 + 5$ y volver a $1 + 1$.) T: ¿Qué notaron sobre los números que agregamos cada vez? S: Añadimos el mismo número dos veces. T: Si, llamamos eso dobles. Hoy vamos a trabajar en usando la estrategia en visualizar dobles para sumar números más rápido</p> <p>(Muestre una tarjeta de 3 puntos y otra de 4 puntos.) Sin contar todos, cuántos puntos hay? S: 7. T: ¿Cómo lo supieron tan rápido? Habla con tu pareja. (Circule y escuche.) S: Mire 3 y 3 más otro punto! T: Si muy bien, utilizó su hecho de dobles para ayudar. Tres más 3 (circule 3 puntos y 3 puntos), eso es S: 6. T: ¿Más otro punto? S: 7. T: ¿Cómo se relaciona $3 + 4$ con $3 + 3$? S: Hicimos dobles y agregamos 1 más. T: Esto se llama dobles más 1. Veamos si podemos encontrar más hechos de dobles dentro de otras oraciones numéricas</p>
Guided Instruction:	<p>T: ¿Cómo podemos resolver $4 + 5$ usando lo que aprendimos de la estrategia dobles más uno hoy? Habla y resuelve con tu compañero S: (Escribe $4 + 5 = 9$.) Usamos nuestros datos de dobles. $4 + 4 = 8$. Luego añadimos 1 más y llegamos a 9.</p> <p>Continue with $2 + 3$</p>
Independent Practice:	<p>Students work with addition chart (Lesson 21 Template) Instrucciones: Encuentra todos los hechos de dobles (Colorea rojo.) ¿Qué observaste sobre estos números? Encuentra todos los dobles más 1 hechos? (Colorea azul.) ¿Qué observaste sobre el los dobles más 1 hechos? (son números uno al lado del otro cuando contamos.)</p>

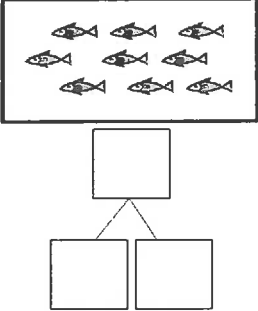
Closing	¿Cual es tu estrategia preferida para resolver $5 + 4$, contar adelante o dobles más uno? Porque?
Exit Ticket:	Resuelve las oraciones numéricas. Escribe el doble facto que te ayudó a resolver $4 + 5 = \underline{\quad}$ $4 + 3 = \underline{\quad}$ ¿Cual es tu estrategia preferida para resolver, contar adelante o dobles más uno? Porque?

Lesson #15	Resource: Eureka Module 1 Lesson 26																				
STANDARD																					
Objectives:	Content Objective: Yo puedo usar una línea numérica para encontrar una parte desconocida Language Objective: Yo puedo explicar si contar adelante o atras es mas facil																				
Materials	•																				
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • Use a number line to add and subtract • Addition and subtraction are inverse operations. We can use both to solve unknowns • Counting on and counting back are more efficient depending on the problem 																				
Guiding Questions:	<ul style="list-style-type: none"> • ¿Qué manera debemos saltar para demostrar quitar/suma? Cuantas veces? • ¿Cuál era más fácil, contar atrás o adelante? Porque? 																				
Teach:	<p>Opening: Hoy vamos a usar una línea numérica para para ayudarnos encontrar la parte desconocida. Que saben sobre una línea numérica? Usamos una línea numérica para organizar números en orden. (Place number line on board)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>T: (Write $5 + \underline{\quad} = 8$. (Lee "cinco más una parte desconocida es igual a ocho.") T: Vamos a usar esta línea numérica para resolver. (Encierra el 5). Esta es la parte que ya conocemos. Vamos a encontrar la parte desconocida saltando a cada número hasta llegar a 8. Mírame mientras me ayudas a contar. T: (dibuja cada salto mientras cuentan) Cinco, 6, 7, 8.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td style="border: 2px solid black;">5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>T: ¿Cuántos necesitaron para llegar a 8? S: 3. T: (Rellene el número desconocido y encierra un círculo alrededor de él para mostrar que era lo que estábamos resolviendo.) T: Si $5 + 3 = 8$, entonces $8 - 5$ debe ser ...? S: 3. T: Vamos a revisar nuestro trabajo usando la línea numérica para resolver $8 - 5$. Comienzo en 8. ¿Qué manera debemos saltar para demostrar quitar 5? ¿Cuantas veces?</p>	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10												
1	2	3	4	5	6	7	8	9	10												

	<p>S: Cuenta atrás 5 veces</p>  <p>T: Cuenten mientras dibujamos nuestras marcas de saltos. 1, 2, 3, 4, 5. T: ¿En qué número quedamos? S: 3. T: Escriba la oración numérica y encierra un círculo alrededor de lo que estábamos resolviendo. S: (Escriba $8 - 5 = 3$, y encierra 3.) T: Wow podemos contar adelante o atrás para resolver. Esto es porque resta y suma son relacionados. Puedes usar uno o el otro para resolver. ¿Cuál era más fácil, contar atrás o adelante? S: Contar adelante porque empezamos con 5 y solo tuvimos que contar 3 mas para llegar a 8.</p>
Guided Instruction:	Repeat this process by having students work in pairs. Consider using the suggested sequence $9 - 2$, $7 - 5$, and $7 - 3$. Some students may begin to see when counting on is more efficient and when counting back is more efficient.
Independent Practice:	Lesson 26 Problem Set #5-9
Closing	Si tengo el problema $6 - 4 = \underline{\quad}$ como puedo resolver este problema usando suma? Enséñame en tu línea numérica
Exit Ticket:	 <p>Resuelve $7 - 5 = \underline{\quad}$ usando la línea numérica. Escribe la oración de suma que se puede usar para resolver también</p>

Lesson #16	Resource: Lesson 25 EngageNY
STANDARD	1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8
Objectives:	<p>Content Objective: Yo puedo resolver cuentos con una parte desconocida y escribir una oración de suma y resta que representa el cuento</p> <p>Language Objective: Yo puedo explicar como suma y resta son relacionados</p>
Materials	<ul style="list-style-type: none"> • Problem Set 25 for independent practice
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • Relate how both addition and subtraction number sentences can represent a story problem
Guiding Questions:	<ul style="list-style-type: none"> • ¿Cómo son iguales estas oraciones numéricas? ¿Cómo son diferentes? • Cual es el total, cuales son las partes? • Que representa el $\underline{\quad}$ en la historia?


<p>Teach:</p>	<p>Opening: T: Había 4 osos pequeños jugando en un bosque. Unos cuantos más se acercaron. Al final, había 6 pequeños osos jugando en el bosque. (Place colored cubes to represent the part and total given.)</p> <p>T: Cual información buscamos? Que nos pregunta la historia? S: Cuántos osos más vinieron a jugar en el bosque porque no nos dice cuantos más se acercaron en la historia T: Escribe la oración numérica S: $4 + ? = 6$ T: Habla con tu compañero sobre la estrategia que puedes usar para encontrar cuantos más acompañaron S: Cuenta adelante desde 4 S/T: cuatro, 5, 6 T: Rellena la parte desconocida ($4 + 2 = 6$) y rellena las partes en el enlace numérico T: ¿Qué significa el 6? S: El número de osos jugando al final. T: ¿Qué significa el 4? S: El número de osos jugando en el principio. T: (Separa los 4 cubos un poco del grupo.) T: ¿Cuántos osos vinieron a jugar? S: 2 osos. (Apunta a 2 cubos.) T: Podemos hacer una línea imaginaria con nuestro dedo para mostrar las dos partes. T: Muchos de ustedes usaron suma para averiguar cuántos osos vinieron a jugar. Cuando revisamos nuestro trabajo ahora, separamos los 4 osos del grupo total de 6 osos. (Escribe $4 + \underline{\quad} = 6$) Ya que conocemos el total y una parte, podemos usar resta para encontrar la otra parte. Habla con tu pareja acerca de cómo podríamos escribir esto como una oración de resta. T: (Elige a un estudiante para demostrar su oración) S: Podemos escribir $6 - 4 = 2$ para demostrar que había 6 osos y separamos 4 de ellos del grupo, dejando 2 osos para la parte desconocida. T: Encierra en un círculo la respuesta a nuestra pregunta en la oración numérica. T: ¿Qué enlace numérico podemos dibujar que representa las partes y el total de esta historia? S: (Dibuje un enlace numérico de 4 y 2 con el total de 6.) T: hmm entonces ¿Cómo son iguales estas oraciones numéricas? ¿Cómo son diferentes? ($4 + 2 = 6$, $6 - 4 = 2$) S: Las dos oraciones representan la historia. Una oración numérica es de suma la otra es de resta.</p>
<p>Guided Instruction:</p>	<p>Papá compró 6 camisas. Al día siguiente regresó algunas. Ahora, tiene 2 camisas ¿Cuántas camisas regresó papá?</p> <p>Similar to first problem, push students to articulate how the addition and subtraction sentence both represent the story problem</p> <p>T: Cual información buscamos? Que nos pregunta la historia? Escribe la oración numérica ($6 = 2 + \underline{\quad}$) Que representa el 6, 2, parte desconocida? Ya que conocemos el total y una parte, podemos usar resta para encontrar la otra parte. Cómo podríamos escribir una oración de resta que representa la historia? ($6 - 2 = 4$) Que representa el 6, 2, parte desconocida? ¿Cómo son iguales estas oraciones numéricas? ¿Cómo son diferentes?</p>
<p>Independent Practice:</p>	<p>Utilize story problems from Problem Set 25</p>
<p>Closing</p>	<p>Cómo son relacionadas las oraciones numéricas de suma y resta? Como son relacionados suma y resta?</p>

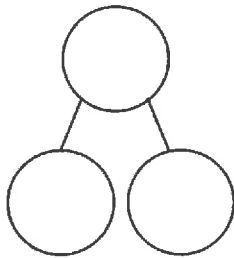
Exit Ticket:	<p>Jane capturó 9 peces al final del día. Capturó 7 peces antes de almuerzo y unos más después de almuerzo. ¿Cuántos peces capturó después de almuerzo?</p> <p>Escribe dos oraciones numéricas que muestran cómo puedes resolver el problema</p> <div style="text-align: center;">  </div>
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Lesson #17	Resource: Lesson 30 EngageNY
STANDARD	1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8
Objectives:	<p>Content Objective: Yo puedo relacionar oraciones numéricas de resta con suma</p> <p>Language Objective: Usa la frase: “Si se que ___ puedo ___ para revisar mi respuesta” para explicar</p>
Materials	<ul style="list-style-type: none"> •
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • You can solve change unknown problems using addition or subtraction • Write an addition and subtraction number sentence and explain how they represent problem
Guiding Questions:	<ul style="list-style-type: none"> • ¿Cómo usaste tu dibujo de matemáticas para mostrar cómo puedes usar suma/resta para resolver el problema?
Teach:	<p>Opening:</p> <p>Tenemos 5 libros. Un estudiante vino y puso más libros. Cierra tus ojos. (Pon 2 libros más.) Abra los ojos. ¿Cuántos libros hay ahora?</p> <p>S: 7 libros</p> <p>T: Habla con tu pareja sobre cómo puedes solucionar cuantos más libros el estudiante puso. Escribe la oración numérica, pero deja el número misterioso en blanco.</p> <p>S: (Estudiantes escriben $5 + \underline{\quad} = 7$ o $7 - 5 = \underline{\quad}$)</p> <p>T: (Circule y escuche, escoge un estudiante que usó adición para compartir.)</p> <p>S: Conté adelante. Cinco, 6, 7. Anadi 2 más. Pense 5 más algo más es igual a 7 y sabía que era 2.</p> <p>T: (Elija un estudiante que utilizó la sustracción para compartir.)</p> <p>S: Sabía que había 7 libros en total, así que quité 5 libros que ya teníamos y conseguí 2 libros.</p> <p>T: ¡Buen trabajo! ¿Todos recibimos la misma respuesta a pesar de que algunos usaron suma y otros resta</p> <p>T: (Guide students to represent in a number bond and label what each part represents)</p>

Guided Instruction:	Continue with additional change unknown story problems with suggested sequence: $4 + \underline{\quad} = 7$, $6 + \underline{\quad} = 8$ y $6 + \underline{\quad} = 9$.
Independent Practice:	Utilize story problems from Problem Set 30
Closing	¿Cómo te ayudaron las oraciones numéricas de suma/resta hoy? ¿Qué problemas crees que podemos resolver más rápido (efectivamente) usando resta? ¿Por qué?
Exit Ticket:	Karina resolvió este problema de resta: $9 - 7 = 2$. ¿Cuál oración de suma está relacionada con esta resta? Porque? a) $9 + 2 = 11$ b) $2 + 7 = 9$ c) $7 + 9 = 16$ d) $9 - 2 = 7$

Lesson #18	Resource: Lesson 28-29 EngageNY
STANDARD	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Objectives:	Content Objective: Yo puedo resolver cuentos de matemáticas (take from with result unknown and take apart with addend unknown) Language Objective: Resume lo que nos dice y pregunta el problema (El problema nos dice $\underline{\quad}$ y queremos encontrar $\underline{\quad}$)
Materials	•
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • Solve take from with result unknown and take apart with addend unknown story problems ($A - \underline{\quad} = C$, $A - B = \underline{\quad}$) • Write subtraction number sentence and draw model to represent story problem
Guiding Questions:	<ul style="list-style-type: none"> • ¿Que nos pregunta la historia y como puedo representar? • ¿Que representa el número $\underline{\quad}$ en la historia? Como sabes? • ¿En qué problemas tiene sentido usar la estrategia de cruzar en nuestro dibujo? En cuáles no?
Teach:	<p>Opening: Problem #1 (take from with result unknown) Have students act out scene: Hay Seis niños en una fiesta de pijamas. 2 niños fueron recogidos por sus papás. ¿Cuántos niños quedaron en la fiesta?</p> <p>T: ¿Que podemos dibujar para representar este problema? S: Niños T: Reread first sentence of story (Dibuja 6 niños) Read second sentence of story. ¿Cuántos de los 6 se fueron de la fiesta? Y como sabemos? S: 2</p>

	<p>T: Cómo puedo representar los que se fueron? S: Cruza los que se fueron</p>  <p>T: Nuestro dibujo muestra cómo empezamos con el todo. ¿Y luego qué pasó? S: Dos niños tuvieron que irse. T: Qué es lo que nos pregunta la historia? S: Cuántos niños quedaron T: Habla con tu compañero sobre cómo podemos encontrar cuántos quedaron S: Mire cuatro sin línea, cuente adelante de 2.. T: Vamos a representar en un enlace número. ¿Cuál es el total en esta historia? Como sabes? S: 6. Porque es la cantidad que empezamos con T: (Draw number bond with total of 6 at top. Direct students to do the same) Cual es la parte? Como sabes? S: 2 porque de los 6 niños 2 se fueron. T: Cuál es la otra parte? Y que representa? S: 4. Representa los niños que se quedaron T: Escribe una oración numérica que representa esta situación S: $6 - 2 = 4$</p> <p>Prompt students to state once again what each number represents in the equation</p>
Guided Instruction:	<p>Problem # 2 (take apart with addend unknown) Había 6 niños. Cuatro niños llevan zapatos negros. El resto llevan zapatos blancos. Cuántos niños llevan zapatos blancos? T: ¿Qué buscamos en este cuento? Cual es el total? Cuales son las partes? Como sabes? T: ¿Que podemos dibujar? S: Enlace numérico, 6 niños, 4 con zapatos negros T: Escribe una oración numérica para nuestro cuento. Que representa cada número?</p>
Independent Practice:	<p>Practice from both lesson 28 and 29. Be sure to include take from result unknown and take apart with addend unknown problems</p>
Closing	<p>Help students make a distinction between the take apart and take from stories, the two problem types using subtraction in this lesson T: Cuando usamos resta hoy, cruzamos en el primer problema y no cruzamos en el segundo. ¿Qué significa cuando cruzamos las cosas en nuestros dibujos? (Da un ejemplo.) S: Algo se va. T: ¿Por qué no cruzamos las cosas en el segundo problema? (Da un ejemplo.) S: Porque nada se fue. Era sólo que una parte era diferente de la otra. Estábamos buscando la otra parte.</p>
Exit Ticket:	<p>Había 7 rebanadas de mango. Mi hermana se comió 2 rebanadas. ¿Cuántas rebanadas de mango quedan para comer? Muestra con un dibujo y una oración numérica</p>



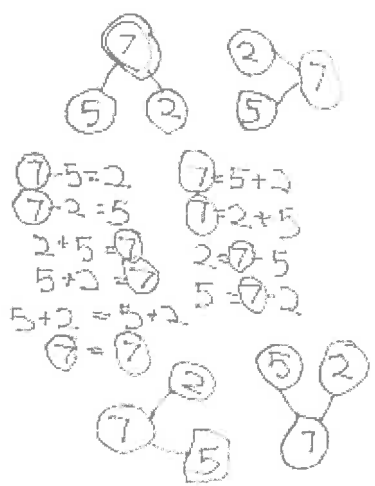
Lesson #19	Resource: Lesson 31 EngageNY
STANDARD	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem
Objectives:	Content Objective: Yo puedo resolver cuentos con una parte desconocida (take from with change unknown) Language Objective: Resuma lo que nos dice y pregunta el problema (El problema nos dice ___ y queremos encontrar ___)
Materials	•
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • Write a subtraction number sentence and draw model (number bond) to represent story problem • These mystery part (parte desconocida) story problems differ from add to change unknown because of the context
Guiding Questions:	<ul style="list-style-type: none"> • Que podemos dibujar para representar este problema? • Que representa el número ___ en la historia? Como sabes?
Teach:	<p>Opening: Hoy vamos a continuar de resolver cuentos con una parte misteriosa. Qué es lo que ocurre en este tipo de problema? S: sabemos el total y una parte, y tenemos que encontrar la otra parte Hansel y Gretel tienen una bolsa con 8 piezas de pan. Dejan algunos en su camino. Ahora tienen 3 piezas de pan. Cuántas piezas de pan dejaron en el camino?</p> <p>T: Que podemos dibujar para representar este problema? S: piezas de pan</p> <p>T: Reread first sentence of story (Dibuja 8 piezas de pan) and write 8. ¿Qué pasó después? ¿Cómo podemos continuar con nuestra oración numérica? (reread second sentence) Habla con tu pareja S: Dejaron algunos en el camino entonces resta ___ porque no sabemos cuántos pedazos. T: $8 - \underline{\quad}$ ¿Qué sucedió al final? ¿Cómo podemos continuar con nuestra oración numérica? S: Terminaron con 3 pan. Entonces $8 - \underline{\quad} = 3$ T: Que podemos dibujar? S: Enlace numérico T: Dibuja tu enlace y escribe una etiqueta para lo que representa cada número</p>
Guided Instruction:	<p>Había 9 niños en el parque. Algunos niños decidieron entrar a dentro. Cinco niños se quedaron afuera. ¿Cuántos niños entraron?</p> <p>Sofía soplo 9 globos. Algunos globos se saltaron. Quedan tres globos. ¿Cuántos globos se saltaron?</p>

Independent Practice:	Student Problems Set #31
Closing	Hoy no escribimos oraciones numéricas de suma. ¿Pero cómo nos ayuda nuestro enlace numérico para seguir usando la adición para pensar en la resta?
Exit Ticket:	Missy recibió 6 regalos para su cumpleaños. Ella desenvuelvo algunos. Cuatro siguen envueltos. ¿Cuántos regalos desenvuelvo? Muestra con un dibujo y una oración numérica Missy desenvuelvo ____ regalos

Lesson #20	Resource: Lesson 32 EngageNY
STANDARD	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Objectives:	Content Objective: Yo puedo resolver cuentos con una parte desconocida (put together/take apart with addend unknown) Language Objective: Resuma lo que nos dice y pregunta el problema (El problema nos dice ____ y queremos encontrar ____)
Materials	•
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> • Write a subtraction & addition number sentence and draw model (number bond) to represent story problem • Addition and subtraction are interrelated.
Guiding Questions:	<ul style="list-style-type: none"> • ¿Que nos pregunta la historia y como puedo representar? • ¿Que representa el número ____ en la historia? Como sabes?
Teach:	<p>Opening: Hay 8 manzanas. Vamos a imaginar que hay diferentes colores. Ooooh, veo dos partes. Hay cinco manzanas rojas. Esa es una parte. Pueden ver las manzanas rojas? La otra parte de las manzanas son verdes. Puedes ver las dos partes?</p> <p>T: Vamos averiguar cuántas manzanas son verdes usando un enlace numérico. Me voya asegurar de etiquetar cada parte, incluso lo que representa la parte misteriosa. T: Vamos a leer el cuento de nuevo. :Hay 8 manzanas. Hmm 8 es mi total porque el cuento me dice que hay 8 manzanas. Dile a tu compañero en donde escribió el 8 en mi enlace numérico? S: En la parte de arriba porque representa nuestro total. T: Vamos a continuar de leer. Hay cinco manzanas rojas. Esta es una de mis partes. (Escribe 5 en una parte del enlace) Clase, que representa el 5? S: Las manzanas rojas. Escribe una etiqueta al lado T: La otra parte de manzanas son verdes. Hmm queremos encontrar cuántas son verdes. Cual estrategia puedo usar para encontrar las verdes? S: Contar adelante, hacia atrás y escribir oraciones de suma o resta. T: Escribe la oración numérica para representar el cuento (circula y observa. Elija dos estudiantes para</p>

	<p>compartir oraciones numéricas</p> <p>S: $5 + \underline{\quad} = 8$, $8 - 5 = \underline{\quad}$.</p> <p>T: Dime sobre lo que representa cada número en tu oración? Por que tiene sentido? Cómo conecta con nuestro enlace numérico?</p> <p>T: A pesar de que utilizan diferentes oraciones numéricas obtuvieron la misma respuesta?</p>
Guided Instruction:	<p>Hay 10 flores en un florero. 6 son de color rojo. El resto son de color amarillo. ¿Cuántas flores son de color amarillos</p> <p>Kate tiene sus uñas pintadas. 3 tienen diseños. El resto son claras. ¿Cuántas uñas son claras?</p> <p>Ask students to identify which number sentence, addition or subtraction, they used to solve. Guide students to make a generalization about when it would be a better shortcut to use counting on or counting back, along with just knowing the decompositions</p>
Independent Practice:	Lesson 32 Problem Set #1-2
Closing	El número desconocido siempre está en el mismo lugar en tu oración numérica? Podemos encontrar un ejemplo
Exit Ticket:	<p>Melissa tiene 9 lápices. Cinco son de color negro. El resto son azules. ¿Cuántos lapices son azules? Muestra con un dibujo y una oración numérica de suma y resta</p> <p style="text-align: right;">_____lapices son azules</p>

Lesson #21	Resource: Eureka Module 1 Lesson 39
STANDARD	<p>1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$)</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \underline{\quad} - 3$, $6 + 6 = \underline{\quad}$</p>
Objectives:	<p>Content Objective: Yo puedo escribir oraciones relacionadas de suma y resta (mismas partes y total)</p> <p>Language Objective:</p>
Materials	<ul style="list-style-type: none"> ● Addition chart (Eureka Lesson 21 Template) ● Subtraction expression cards (Lesson 38 Template) per group
Key Understandings (knowledge/skills)	<ul style="list-style-type: none"> ● Addition and subtraction are inverse operations. We can use both to solve unknowns ● Use number bonds to show total and parts and how they relate to addition/subtraction equation

Guiding Questions:	<ul style="list-style-type: none"> • Cuales son las partes? Cual es el total? • ¿Cuál otra oración numérica de __ tienen las mismas partes y total?
Teach:	<p>Opening:</p> <p>T: Mira $5 + 2$ en la tabla de adiciones. (Punta a $5 + 2$). ¿Cuál otra oración numérica de suma tienen las mismas partes y total?</p> <p>S: $2 + 5 = 7$ porque solamente están en diferente orden las partes, el total sigue haciendo 7</p> <p>T: (write number sentence) Hmm. ahora quiero pensar en una oración numérica de resta con las mismas partes y total. Si se 7 es el total, puedo empezar con 7 y restar una parte. Voy a restar 5 de 7. Puedo contar adelante de 5 a 7. (keep track on your fingers) Cinco, 6, 7. Cuantos más conte adelante?</p> <p>S: 2</p> <p>T: Entonces $7 - 5 = 2$. Clase cual es otra oración numérica que también usa las mismas partes y total?</p> <p>S: $7 - 2 = 5$</p> <p>T: Vamos a representar estas oraciones numéricas en un enlace numérico. Cual es el total? Cuales son las partes?</p> 
Guided Instruction:	
Independent Practice:	<p>Lesson 39 Problem Set (addition chart and subtraction number sentence cards) Explain to students as a game.</p> <p>Encuentra todas las oraciones de suma y resta familiares</p>
Closing	<p>¿Cómo te ayudó saber una oración numérica de suma o resta para saber las otras oraciones relacionadas?</p>
Exit Ticket:	<p>Escribe todas las oraciones numéricas de suma y resta usando los siguientes números</p> <p>$7 + 2 = 9$</p> <p>___ + ___ = ___</p> <p>___ - ___ = ___</p> <p>___ - ___ = ___</p>

End of unit Assessment

Click here:

<https://docs.google.com/document/d/1mVdVx-YWKbewwtRz5Yc0fr1WUdOwEJXtGUYVqzOH2d8/edit>

SIOP[®] Lesson Plan Template 3

PEARSON

Topic: Persuasion and Adequate Evidence in a text	Class: ELA	Date:
Content Objectives: Identify persuasion in a text and determine whether or not the author has adequate evidence.		Language Objectives: Improve the author's argument using PROVE IT SIGNAL WORDS.
Key Vocabulary: Evidence (Review) Falicious reasoning (Review) Unsupported evidence (Review) Propaganda (Review) Persuasion (Review) Foreign language Cognitive Moderately	Materials (including supplementary and adapted): "Language Lends a Hand" Copies for all. It says, I say, and So Graphic Organizers	
Higher Order Questions: Why is it important to recognize persuasion? Because you can then be aware of the author's bias or opinion.		

SIOP[®] Lesson Plan Template 3

PEARSON

Time:	Activities
	<p>Building Background Have you ever tried to convince someone to do something? Tell an example when I tried to convince my sister to move to San Francisco. One student is the parent, one student is the child. Convince your parent why you should be able to go to Voices Summer Camp or Why you should be allowed to stay home. This is called PERSUASION. "Persuasion....YOU SHOULD DO IT....Persuasion."</p> <p>Links to Experience: What did the NASA astronaut talk to us about languages? Talk with a partner about the benefits of us knowing two languages. Well this is an article about a person who is discussing the benefits of knowing two languages. They gives us different reasons why it is important to know these languages. Now it is our job to decide whether they have VALID EVIDENCE and to identify the PERSUASION. 1. Discuss with your partner to remind each other what is VALID EVIDENCE 2. Share out to the class.</p> <p>Links to Learning: I Do: 1. By scanning the page, or looking over it quickly, I see some key information that already tells me this is the author's OPINION and I already know what the author's opinion will be. 2. Take a second in silence, by yourself to scan the page and see if you notice any parts that already tell us that this will be about the author's opinion, AND what his opinion will be. (1 minute) 3. Turn to a partner and discuss. Glasses are off! Yes , the word editorial and the title. 4. Hand out "It says, I say, So, And Stronger" - Explain quickly how it works. 5. Two question we want to answer: Are there examples of persuasion in the text? AND Is the author's evidence adequate? 6. I read the first paragraph. I notice that It says: "You may wants to go to college, travel,and get a good job". I say: "These are things most people want to do". So: "The author is trying to interest the reader by writing about things that interest us. The author is trying to convince, which means it is persuasion." Stronger: None because the evidence is to come. 7. We don't yet know about the author's evidence because this is only the introduction paragraph. We will see if he provides adequate evidence in the rest of the essay. 8. It says: "Many students plan to go to college. Most colleges require that students study a foreign language for at least two years in high school. I say: "I know college is very important and many people want to go to college." So: "The author is persuading us that learning a foreign language is important because it helps us get into college". Stronger: " For example, according to US News & World Report, 84% of colleges require that students have at least two years of Foreign Language experience in High School. " 9. Now, let's look at this evidence together. Does the author do a good job providing evidence for this argument. Teacher reads the paragraph outloud while students underline or highlight evidence for the author's college argument that they find. They highlight each argument a different color. Before teacher reads it is important to</p>

SIOP® Lesson Plan Template 3

PEARSON

remind them that we are looking for evidence of how learning another language HELPS STUDENTS GET INTO COLLEGE. We will notice that the author provides facts like studies and test scores. Facts means strong evidence, opinion means weak evidence! They help me fill in the graphic organizer for this one. We fill up the graphic organizer through It Says, I say, and So, but we only discuss the STRONGER part. As the language objective, they will write the STRONGER part using a PROVE IT SIGNAL WORDS.

If time remains, have students mill to music and share their stronger statements.

NEXT DAY

10. On to the next paragraph, "Someday you may want to travel." What can we predict the author will try to persuade us on in this paragraph?

11. Read silently for 2 minutes. Take 4 minutes with a partner to discuss how you may fill in the graphic organizer. Any persuasion? How is the evidence? Do you feel the author used adequate evidence? Prove your point using sentence starters. Then, we fill it in together as a group.

SENTENCE STARTERS: "Yes, the author was trying to persuade the reader that...." and "The author's evidence was adequate because..."

12. After discussion with partner, complete the exit slip. Write 3-5 sentences defending whether or not the author was trying to persuade the reader and did he use adequate evidence.

NEXT DAY:

1. Students finish reading the rest of the editorial and work in partners and independently to fill in graphic organizer and answer test format questions. Finally, the 4th paragraph and answer the exit slip independently.

Key Vocabulary:

Foreign language, Cognitive, Persuasion, Opinion, Editorial

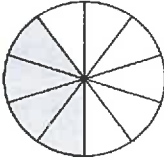
SIOP[®] Lesson Plan Template 3

PEARSON

Time:	<p>Student Activities (Check all that apply for activities throughout lesson):</p> <p><i>Scaffolding:</i> <input type="checkbox"/> Modeling <input type="checkbox"/> Guided <input type="checkbox"/> Independent</p> <p><i>Grouping:</i> <input type="checkbox"/> Whole Class <input type="checkbox"/> Small Group <input type="checkbox"/> Partners <input type="checkbox"/> Independent</p> <p><i>Processes:</i> <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking</p> <p><i>Strategies:</i> <input type="checkbox"/> Hands-on <input type="checkbox"/> Meaningful <input type="checkbox"/> Links to Objectives</p> <p>Review and Assessment (Check all that apply):</p> <p>Individual <input type="checkbox"/> Group <input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/></p> <p><i>Review Key Vocabulary:</i></p> <p><i>Review Key Content Concepts:</i></p>
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Building Background/SIOP Lesson Plan Exemplar

Component	Monday
Standard	<p>4.NFB.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $\frac{2}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$. (4.NF footnote: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100.)</p> <p>4.NFB.4a Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $\frac{2}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$. (4.NF footnote: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100.)</p>
Aspect of Rigor	Conceptual
Content Objective	CO: SWBAT Deconstruct fractions as a sum of unit fractions using tape diagrams.
Language Objective	LO: SWBAT justify why the fraction and the decomposed fractions are equivalent I.e.. "I decomposed $\frac{3}{8}$ into the expression $\frac{1}{8} + \frac{1}{8} + \frac{1}{8}$. $\frac{3}{8}$ and $\frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ are equivalent because they have the same value. 3 sets of $\frac{1}{8}$ is the same value as $\frac{3}{8}$."
How will I revisit objectives mid-lesson and end of lesson?	<p>Mid-Lesson:</p> <ul style="list-style-type: none"> ● I will have a student remind me at exactly mid-way for us to stop for 2 minutes, reread the objectives, and do a quick write on the following (1 min total writing) <ul style="list-style-type: none"> ○ Everything they have learned so far ○ Questions they still have ○ Number of times they have participated so far and their goal for how many times they will participate in the second half of lesson <p>End of Lesson</p> <ul style="list-style-type: none"> ● We will reread the objective and students will pair-share about the 2 key points they learned in today's lesson ● I will cold call on 3 students to share out their 2 key points
Activating Prior Knowledge	<p>Turn to your partner, tell me everything you possibly know about fractions. Ok, who can tell me what we already know about fractions. (Teacher writes on poster) Potential knowledge: parts, whole, numerator, denominator, $\frac{1}{2}$</p>
Building Background ● Build schema ● Linking to student background	<p>Does anyone like to eat? Does anyone like to cook or helped their family cook? When you look at recipes, what kind of measurements do they tend to call for? (teaspoons, cups, etc.) Have you ever heard of a recipe that calls for $\frac{3}{4}$ cups of sugar or 2 $\frac{1}{8}$ cup of flour? Today we are going to learn why the recipes do not say "put $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$"</p>
Vocabulary ● Content Vocabulary (Bricks)	<p>Decompose: I will show pictures of decomposing grass, compost bin, and we will analyze the meaning of "de" as a suffix. We will then define decompose in mathematics Expression: We will discuss the word expression with respect to how "math is a language". We</p>

<ul style="list-style-type: none"> General Academic Vocabulary 	<p>will discuss different meaning of expression and then I will show them examples of expression in math. I will ask to hear them use the word expression throughout the lessons over the next couple of weeks.</p> <p>Equivalent: We will discover the meaning of equivalent by looking at the root "equi". I will ask to hear them use the word expression throughout the lessons over the next couple of weeks.</p>
<p>Strategies for organizing and retaining information</p>	<p>GIST: (SIOP p. 134) Before students begin working independently, we will spend 4 minutes on this activity:</p> <ul style="list-style-type: none"> (1 min) Individually, students write down the 5 words or phrases that they think are most important in this lesson. (2 min) With a partner, students write a one-sentence summary of the main point of the lesson. Teacher walks around and listens to conversations. (1 min) Teacher strategically chooses 3 students to share with the class. Remind students that these are the words and phrases they should keep in mind and use when justifying their answer.
<p>Interaction</p>	<p>Strategy #1: No opt out</p> <ul style="list-style-type: none"> Why: Many students are still uncertain when it comes to fractions How: If a student doesn't know, I'll ask another student for the answer, then go back to the original student and ask him/her to explain why the answer is correct <p>Strategy #2: Give one, get one</p> <ul style="list-style-type: none"> Why: The language objective is for students to justify equivalent expressions How: I will create a class set of cards, each with one fraction and one decomposed fraction. Some pairs will be equivalent ($\frac{3}{8}$ and $\frac{1}{8} + \frac{1}{8} + \frac{1}{8}$) and others will not ($\frac{3}{8}$ and $\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$). Students will find a partner and justify whether or not the expressions are equivalent. Then they will switch and find a new partner. <p>Strategy #3: Purposeful grouping configurations</p> <ul style="list-style-type: none"> Why: In a unit heavy with vocab, I've noticed that native-English students have an easier time expressing themselves than the native-Spanish students How: When students pair up for the GIST activity, I will color-code students' guided notes pages so that native-English students (yellow paper) must find a native-Spanish partner (blue paper)
<p>Exit Ticket</p>	<p>The figure below is divided into equal sections.</p>  <p>Which expression represents the fraction of the figure that is shaded? Explain why you chose this answer using math vocabulary such as EQUIVALENT and EXPRESSION</p> <p>B. $\frac{1}{10} + \frac{1}{10} + \frac{2}{10}$</p>

Exemplar	"I chose the expression $\frac{1}{10} + \frac{1}{10} + \frac{2}{10}$ because I saw that the figure shows the fraction $\frac{4}{10}$. I know that $\frac{4}{10}$ can be decomposed into smaller pieces as long as it has the same value. The expression $\frac{1}{10} + \frac{1}{10} + \frac{2}{10}$ is equivalent to $\frac{4}{10}$."
Lesson Plan Modifications (Grades 2&5 only)	https://www.engageny.org/resource/grade-4-mathematics-module-5-topic-lesson-1
Comments	

Component	Lesson plan
Standard	
Aspect of Rigor	
Content Objective	
Language Objective	
How will I revisit objectives mid-lesson and end of lesson?	
Activating Prior Knowledge	
Building Background <ul style="list-style-type: none"> ● Build schema ● Linking to student background 	
Vocabulary <ul style="list-style-type: none"> ● Content Vocabulary (Bricks) ● General Academic Vocabulary 	

Strategies for organizing and retaining information	
Interaction	
Exit Ticket	
Exemplar	
Lesson Plan Modifications (Grades 2 & 5 only)	
Comments	



Lesson Observation/Self Reflection

Date _____ Observer _____ School _____ Teacher _____ Grade _____ ELD Level _____

	Teacher	Students	Environment / Materials
Time in/ time out	<p>Open the Lesson (3 – 7 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly states objective that includes language function and forms or patterns. <input type="checkbox"/> Brings to Life: story, song, role-play, etc. OR Links to prior lesson or other prior knowledge <p>Model & Practice – I Do / We Do</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language patterns (mortar) and vocabulary (brick) support objective <input type="checkbox"/> Clearly instructs use of target language <input type="checkbox"/> Adapts pace / complexity to meet student needs <p>Practice the Language – You Do</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly and succinctly explains task <input type="checkbox"/> Monitors student-to-student practice <input type="checkbox"/> Provides specific instructional feedback (immediate, respectful, and related to task) <p>Closes the lesson</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reviews objective; makes connections to real-life and/or content applications for target language 	<ul style="list-style-type: none"> <input type="checkbox"/> Engaged / actively listening <input type="checkbox"/> Participate in activities <p>Language Practice (note all that apply):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole group (Ex: Choral Response, song, etc.) <input type="checkbox"/> Small Group (Ex: Talking Stick, Role Play, etc.) <input type="checkbox"/> Partners (Ex: Think-Pair-Share, Give 1, Get 1, Appointments, etc.) <input type="checkbox"/> Respond in complete sentence(s) <input type="checkbox"/> Successfully practice language stated in objective <input type="checkbox"/> Language use stretches beyond current ability <input type="checkbox"/> Self-assess (reflect on process or learning) via Partner Share, Language Log, Ticket out the Door, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Posted objective is appropriate to proficiency level. <input type="checkbox"/> Age-appropriate, culturally diverse visuals / text <p>Visuals (note all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Topic vocabulary (bricks) Graphic organizer: Word Bank, Picture / Word Cards, poster <input type="checkbox"/> Language patterns (mortar) Sentence frames, Sentence Construction chart or _____ <p>Manipulatives: _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cards with words or sentence pattern <input type="checkbox"/> Pictures / realia <input type="checkbox"/> Talking Chips / A-B cards <input type="checkbox"/> Board /card games <p>Written Application: _____</p>
Comments			

TOPIC: Animals

Level: 3,4 (I, EA)

Grade(s): K-1

Function(s): Describe Sensory Details (intermediate)/ Explain characteristics of People, Places and Things (Early Advanced)

		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Daily Objective</p> <p>Students will be able to use <u>does</u> and <u>do</u> in order to <u>answer</u> questions)</p>		SWBAT to name different animals and areas where they would reside in a zoo.	SWBAT to use irregular plurals correctly when talking about a group of animals.	SWBAT describe an animal with one synonym about size.	SWBAT describe an animal using multiple adjectives including size, appearance, and pace.	SWBAT to write a brief description about an animal with multiple adjectives.
	<p>Grammatical Forms to help determine the "mortar" patterns</p>	vocab	vocab/language patterns	language patterns	language patterns	language patterns
<p>Language Patterns "Mortar"</p> <p>See ELD Matrix and Tab 3</p>	<p>Patterns for Prompts</p>	Simple idioms	Simple idioms	Simple idioms	Simple idioms	Simple idioms
	<p>Patterns for Responses</p>	How many ___ did you see?	That ___ is ____. Those ___ are ____.	That ___ is ____. Those ___ are ____.	That ___ is ____ and ____. Those ___ are ____ and ____.	Which animal is ____ and ____? The ___ is ____ and ____. Look at the ____ and ____!
<p>Topic Specific Vocabulary</p> <p>"Bricks" (1.26-1.28)</p>	<p>vulture, puma, flamingo, sloth, tiger, leopard, jaguar, rattlesnake, anaconda, gecko, fox, wolf, peacock, gazelle, antelope, cobra, chimpanzee, armadillo, gorilla, hyena, python, anteater, rhinoceros, cougar, tortoise, sea turtle, toucan, lemur, emu, ostrich, bald eagle, crocodile, alligator, baboon, fowl, goose, hawk, swan, sheep</p> <p>"a little bird told me"</p>	<p>goose → geese sheep → sheep fish → fish mouse → mice deer → deer antelope → antelope moose → moose (foot, feet) (tooth, teeth)</p>	<p>mammoth, immense, giant, great, enormous, jumbo, grand, medium, miniature, small, petite, wee</p>	<p>dangerous, conniving, weak, strong, quick, slow, beautiful, hideous, dashing, adorable, elegant, magnificent, unsightly, swift, feeble, powerful,</p> <p>abundant, lush, numerous,</p>		
<p>Bring Language to Life</p>	<p>passage: Polar Bears (from Carousel)</p> <p>Where do polar bears live? How much does a polar bear weigh? What do polar bears love? What do polar bears mostly eat?</p>	<p>"all bark and no bite"</p>	<p>"ants in your pants"</p>	<p>"at a snail's pace"</p>	<p>"beating a dead horse"</p>	
<p>READING COMPREHENSION/ Guided Reading</p>	<p>Sight Word routine Ask questions ("who" "What") and have students write it. <i>Going to the Zoo (SPARC)</i> Write a sentence that describes what is happening in each picture.</p>	<p>How/Why questions</p> <p>Pair-Shares / Poster answering the questions</p>	<p>Frontload of ELA standards</p> <p>Pair-Share / Poster answering the questions</p>	<p>Syllables/Spelling</p> <p>CAPS (Who is the author? What is the title? What is a .?)</p>	<p>Multiple-Meanings/Synonyms and Antonyms</p> <p>CAPS (Who is the author? What is the title?)</p>	
<p>WRITING</p>	<p>Sight Word routine Ask questions ("who" "What") and have students write it. <i>Going to the Zoo (SPARC)</i> Write a sentence that describes what is happening in each picture.</p>	<p>Sight Word routine Ask questions ("who" "What") and have students write it. Have students write a question relating to the language function prompts.</p>	<p>Sight Word routine Ask questions ("who" "What") and have students write it. In one short paragraph (short composition on personal narrative)</p>	<p>Sight Word routine Ask questions ("who" "What") and have students write it.</p> <p>Give students a story and have them finish it. "write a story that tells what happened next"</p>	<p>Sight Word routine Ask questions ("who" "What") and have students write it. Have students write a question relating to the language function prompts.</p>	

Daily Objective	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Students will be able to use <u>does</u> and <u>do</u> in order to <u>answer</u> questions)</p> <p>Daily Focus</p> <ol style="list-style-type: none"> Vocabulary Language Patterns Taking it to Application 		<p>SWBAT to describe animals using THIS and THESE</p> <p>language pattern</p>	<p>SWBAT to describe animals using THAT and THOSE</p> <p>language pattern</p>	<p>SWBAT compare two animals using BOTH and multiple characteristics</p> <p>Language Patterns</p>	<p>SWBAT compare two animals using this, that, these, those, both and multiple characteristics in writing.</p> <p>Application</p>
<p>Grammatical Forms to help determine the "mortar" patterns</p>	<p>Multiple adjectives</p>	<p>this these</p>			
<p>Patterns for Prompts</p>	<p>What does this animal have? What do these animals have?</p>	<p>Both ___ and ___ have ____. Both ___ and ___ have ____.</p>	<p>How are both these animals alike? How are those animals the same?</p>	<p>How are both these animals alike? How are those animals the same?</p>	
<p>Patterns for Responses</p>	<p>This animal has ___ and ____. These animals have ___ and ____. This animal has ____ and ____.</p>	<p>grayish, stripes, fur, feather, scales, paws, fangs, ADY: hoofs, horns, tail, whiskers, beak, claw, snout, antler, mane, talon, tusk,</p>			
<p>Topic Specific Vocabulary "Bricks" (1.26-1.28)</p>	<p>"big fish in a small pond"</p>	<p>"butterflies in your stomach"</p>	<p>"raining cats and dogs"</p>	<p>"cat got your tongue"</p>	<p>"deer in headlights"</p>
<p>Bring Language to Life</p>		<p>Book/Poem: Read Aloud Teacher sorts pictures into categories Model with pictures ECHO Talking sticks</p>	<p>Books: Read Aloud Students sort pictures into categories ECHO Talking sticks in a group Students write a sentence about what the groups they created have in common</p>	<p>Charted sentence frames ECHO Students sort pictures in partners. In partners they ask each other to compare two animals using sentence frames on chart</p>	<p>written assessment – present two pictures. Ask students to write a paragraph comparing animals. include multiple adjectives.</p>
<p>Structured Language Practice</p> <ul style="list-style-type: none"> How will students produce language – 50% of lesson? How will you gather evidence of student learning? 	<p>passage: Frogs (from Carousel) Where do polar bears live? How much does a polar bear weigh? What do polar bears love? What do polar bears mostly eat?</p>	<p>How/Why questions Pair-Shares / Poster answering the questions</p>	<p>Frontload of ELA standards Pair-Share / Poster answering the questions</p>	<p>Syllables/Spelling CAPS (Who is the author? What is the title? What is a .?)</p>	<p>Multiple-Meanings/Synonyms and Antonyms CAPS (Who is the author? What is the title?)</p>
<p>READING COMPREHENSION/ Guided Reading</p>					

WRITING	Day 1	Day 2	Day 3	Day 4	Day 5	
	Sight Word routine Ask questions ("who" "What") and have students write it. <i>P 62 (SPARC)</i>	Sight Word routine Ask questions ("who" "What") and have students write it.	Sight Word routine Ask questions ("who" "What") and have students write it.	Sight Word routine Ask questions ("who" "What") and have students write it.	Sight Word routine Ask questions ("who" "What") and have students write it.	Sight Word routine Ask questions ("who" "What") and have students write it.
						ASSESSMENT

Think about what you will write before you begin writing. Use descriptions, details, and examples to make your writing interesting. Your paragraph should have a beginning, a middle, and an end. Write at least three complete sentences. Pay attention to grammar, capital letters, punctuation, and spelling. Make your writing clear.

<p>Daily Objective</p> <p>Students will be able to compare animals using comparatives</p>	<p>Daily Focus</p> <p>Vocabulary Language Patterns Taking it to Application</p>	<p>SWBAT to contrast two animals using comparative BUT and HOWEVER in two separate sentences.</p>	<p>SWBAT contrast two animals in compound sentences with BUT and HOWEVER.</p>	<p>SWBAT compare and contrast two animals in a compound sentence with WHILE and BOTH.</p>	<p>SWBAT to write a paragraph comparing and contrasting animals using the grammatical forms they have practice orally and in written form all week.</p>
<p>Language Patterns</p>	<p>Language Patterns</p>	<p>these, this, but, however</p>	<p>Language Patterns</p>	<p>Language Patterns</p>	<p>Application</p>
<p>Grammatical Forms to help determine the "mortal" patterns</p>	<p>Patterns for Prompts</p>	<p>How are ___ and ___ the same? How are these animals different?</p>	<p>How are ___ and ___ the same? How are these animals different?</p>	<p>While the ___ and ___ both have ___ , the ___ has ___</p>	<p>Write a paragraph that compares and contrasts these two animals (how they are alike; how they are different)</p>
<p>Patterns for Responses</p>	<p>Patterns for Responses</p>	<p>These ___ have ___ , and ___ but those have ___ , ___ and ___ . This ___ has ___ , and ___ but that ___ has ___ and ___ . (have, live, eat, are)</p>	<p>These ___ have ___ , and ___ but those have ___ , ___ and ___ . This ___ has ___ , and ___ but that ___ has ___ and ___ . (have, live, eat, are)</p>	<p>spots, stripes, paws, fur, feather, fangs, scales</p>	
<p>Topic Specific Vocabulary "Bricks" (1.26-1.28)</p>	<p>Bring Language to Life</p>	<p>Book/Poem: Read Aloud</p>	<p>Books: Read Aloud</p>	<p>Sentence frames</p>	<p>Write a paragraph comparing and contrasting animals.</p>
<p>Structured Language Practice</p> <ul style="list-style-type: none"> How will students produce language – 50% of lesson? How will you gather evidence of student learning? 	<p>READING COMPREHENSION/ Guided Reading</p>	<p>passage: Where do polar bears live? How much does a polar bear weigh? What do polar bears love? What do polar bears mostly eat?</p>	<p>Sentence construction chart. Model ECHO Conga Line/Lines of Communication</p>	<p>Sentence frames Tea Party Write a sentence with sentence frames.</p>	<p>Multiple-Meanings/Synonyms and Antonyms CAPS (Who is the author? What is the title?)</p>
<p>WRITING</p>	<p>WRITING</p>	<p>Sight Word routine Ask questions ("who" "What") and have students write it. <i>p. 56 SPARC</i></p>	<p>Sight Word routine Ask questions ("who" "What") and have students write it.</p>	<p>Sight Word routine Ask questions ("who" "What") and have students write it.</p>	<p>Sight Word routine Ask questions ("who" "What") and have students write it.</p>

Point to the hole on **Picture Card 6**. *The woodpecker pecks to make a hole. It lives in the hole. Its home is in the tree. Where does the woodpecker live? In the tree.* **LB** – The woodpecker **lives in** the **tree**. Echo.

Practice the New Language in Context (We Do)

Split the class in half for *My Turn, Your Turn: Half and Half*. Display **Ecology Poster 2**. Invite two volunteers to stand in front of each half of the class holding **Picture Card 5** or **6**. Point to the picture cards and pantomime. The volunteers mimic your movements to prompt their group to chorally respond. Example:

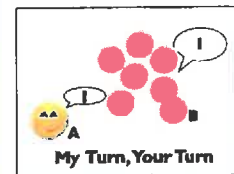
Use your thumb and two fingers to quickly “peck” at the tree on the poster. Volunteer One puts **Picture Card 6** on the tree on the poster and points to the woodpecker’s beak. Group One mimics and says: **On the tree!** **LB** – The woodpecker **pecks on the tree**.

Cup both hands. Pretend to hold something and nibble at it. Volunteer Two places **Picture Card 5** on the tree and pretends to take a nut on the poster. Group Two mimics and chorally says: *The squirrel eats nuts.*

Continue the routine until students have practiced all of the language. Choose a second round of volunteers to lead the class. Switch groups so everyone practices using all of the language.

If students have difficulty, adapt the practice routine by whispering the language pattern to the volunteer. Group members echo their leader.

Cue Card



Ecology Poster 2
Picture Cards 5–6

Ongoing Assessment Log

Take Language to Application (You Do Together/You Do On Your Own)

Divide the class into **A/B Partners**. Each pair gets **Ecology Poster Card 2**, **As** get **2x2 Card: Squirrel**, and **Bs** get **2x2 Card: Woodpecker**. Pairs take turns answering questions about how their animal uses the tree. Model placing the picture cards on the poster using **Handi-Tak**. Students use their **2x2 Cards** and poster cards.

Depending on language level, they respond in complete sentences or use only topic-specific vocabulary. If needed, prompt Late **Beginning** students to add location by asking them, “Where?”

Signal **As**: *What does the squirrel do?* Pause for responses. Then signal **Bs**: *What does the woodpecker do?*

A: *The squirrel digs.*
LB – The squirrel **digs in the ground**.

B: *The woodpecker pecks.*
LB – The woodpecker **pecks on the tree**.

Signal **As**: *Where does the squirrel get food?* Pause for responses. Then signal **Bs**: *Where does the woodpecker get food?*

A: *From the tree*
LB – The squirrel **gets food from the tree**.

B: *From the tree*
LB – The woodpecker **gets food from the tree**.

Students switch cards and play another round so they practice language to describe how both animals interact with the tree. Walk around and listen in as students talk. Record their language production on your **Ongoing Assessment Log**.

Ecology Poster Card 2
2x2 Cards: Squirrel, Woodpecker
Handi-Tak

Ongoing Assessment Log

Close the Lesson

Today you learned how each animal uses the tree! Let’s practice with an elbow partner one more time. To review prepositions, lead students through a quick review of the pantomimes from the lesson. Elbow partners pantomime and chorally respond to your prompts.

To say goodbye, let’s sing our song! Sing verses one–five of “The Tree Song.”





Cue Card



Song chart, p. 17

Lesson Two

Objective: Students will use prepositions and verb phrases to describe the tree and how the two animals interact with their environment.

INSTRUCTIONAL SEQUENCE	MATERIALS
<p>Open the Lesson</p> <p>Sing verses one–five of “The Tree Song.” Students echo a few times until they can sing along.</p> <p><i>Yesterday you learned about two animals that live in the tree. What were they? That’s right – the squirrel and the woodpecker. Turn to your elbow partner. Take turns saying what the squirrel looks like. Now say what the woodpecker looks like.</i></p>	<p>Cue Card</p>  <p>Language Pattern Song</p> <p>Song chart, p. 17</p>
<p>Teach the Language for the Lesson (I Do/We Do)</p> <p>Gather students around a whiteboard or pocket chart so it is visible to all. Post <i>Ecology Poster 2</i>. Today you’ll learn more about the tree where the animals live. You’ll learn how the squirrel and woodpecker use the tree. Use the poster to teach vocabulary. Then pantomime and say the language pattern for students to echo and mimic with <i>My Turn, Your Turn</i>.</p> <p>Teach nouns</p> <p>Point to the tree. <i>This is a tree.</i> Stand with your legs together and hold your arms straight up, fingers wide. Tree. <i>Echo.</i> <i>The tree is tall and strong.</i> Point to your eye, then to the tree. <i>Look at the tree!</i> Echo.</p> <p><i>Trees have different parts.</i> Point to the leaves. <i>The tree has leaves.</i> <i>The tree also has nuts!</i> <i>Nuts are food for animals and people. People and animals eat nuts.</i> <i>The tree has nuts.</i> Echo.</p> <p><i>Insects live in the tree, too!</i> <i>The tree has insects.</i> <i>We don’t usually see insects in the tree because they are small. People don’t eat insects. Birds, like woodpeckers, eat insects!</i> <i>The tree has insects.</i> Echo.</p> <p>Teach verbs and prepositions</p> <p>Use <i>Handi-Tak</i> to post <i>Picture Cards 5–6</i> in the tree on <i>Ecology Poster 2</i>. <i>Look at the squirrel!</i> <i>The squirrel is in the tree.</i> In the tree. <i>Echo.</i> <i>Look at the woodpecker!</i> <i>The woodpecker is in the tree.</i> In the tree. <i>Echo.</i></p> <p> Point to the nut in the squirrel’s paws. <i>The squirrel eats nuts.</i> <i>The nuts grow on the tree.</i> <i>The squirrel eats nuts.</i> Echo. Demonstrate picking a nut from a tree and nibbling it. <i>Where does the squirrel get food?</i> From the tree. LB – <i>The squirrel gets food from the tree.</i> Echo and mimic.</p> <p> Point to the worm in the woodpecker’s mouth. <i>The woodpecker eats insects.</i> <i>The insects live in the tree.</i> LB – <i>The woodpecker eats insects.</i> Echo. Pretend to pick and eat from the tree. <i>Where does the woodpecker get food?</i> From the tree. LB – <i>The woodpecker gets food from the tree.</i> Echo and mimic.</p> <p>LB – <i>The squirrel digs in the ground!</i> <i>When it digs, it makes a hole.</i> Pretend to dig a hole with your hands. <i>The squirrel digs in the ground.</i> Echo and mimic. <i>The squirrel stores its food in the hole.</i> <i>It digs in the hole to find food to eat.</i> <i>The squirrel uses its paws to find food.</i> Echo and mimic.</p> <p>Point to the hole on <i>Picture Card 5</i>. <i>The squirrel lives in a hole in a tree.</i> <i>Sometimes it lives in a hole made by a woodpecker!</i> <i>The squirrel sleeps in the hole.</i> <i>Its babies are in the hole.</i> <i>The squirrel lives in the tree.</i> <i>Where does the squirrel live?</i> In the tree. LB – <i>The squirrel lives in the tree.</i> Echo and mimic.</p> <p>LB – <i>The woodpecker pecks on the tree!</i> <i>When it pecks, it uses its beak to poke the tree.</i> <i>Remember, its beak is hard and sharp.</i> <i>The woodpecker uses its beak to peck.</i> Use your thumb and two fingers to quickly “peck” at the tree on the poster. <i>When the woodpecker pecks, it makes a hole in the tree.</i> <i>The woodpecker pecks on the tree.</i> Echo and mimic. <i>It pecks on the tree to find food.</i> <i>It uses its beak to find food.</i> Echo.</p>	<p>Cue Card</p>  <p>My Turn, Your Turn</p> <p>Ecology Poster 2</p> <p>Handi-Tak</p> <p>Picture Cards 5–6</p>

Continue with a variety of examples and food groups. Examples:

*Cheese and yogurt are **both dairy foods**. Echo.
Milk and cheese are **both dairy foods**. Echo.*

Invite volunteers to say a sentence for the class to echo.

*There are also foods that are considered junk food. **Junk food** is not a **food group**. Echo. For example, potato chips and candy taste good, but they aren't healthy. You shouldn't eat them all the time, because they're junk food. Potato chips and candy are **both junk food**. Echo.*

*If you want to talk about a third food in that same group, you can use the word **another** again. It shows you're talking about one more food in the same group. Potato chips and candy are **both junk food**. Echo. Cookies are **another** kind of **junk food**. Echo.*

*When you want to talk about more than two foods in the same group in one sentence, use the word **all**. Point to three different foods in the fruit food group. Let's talk about apples, pears, and mangoes. They are **all fruits**. Apples, pears, and mangoes are **all fruits**. Echo.*

Add **all** to the chart and continue to practice until students are ready to move on.

Practice the New Language in Context (We Do)

Students practice in groups of four using the *Aspect of Speech Spinners* with *Food Group Cling* attached. Distribute 3–5 *Talking Chips* to each student. Give a *Food Group Poster Card* and a set of 2x2 *Food Cards* to each group. Groups sort the cards into food groups on the poster card before the activity begins.

Fishbowl the activity with a volunteer group. *Player One* is the student wearing the most green. Example:

*First, spin to see which food group you'll talk about. Say a sentence about the food group: One **food group** is the **grain group**. Then, be more specific and say what types of food are grains: Rice and tortillas are **both grains**.*

1. Player One spins the spinner and says a sentence to describe the food group, then references the 2x2 cards to add another sentence. Example:

One food group** is the **protein group**. Chicken, fish, and beans are **all protein foods

The player places a chip in the middle.

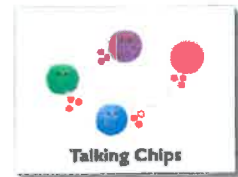
2. Player Two spins next. The spinner lands on fruit and the player says two sentences. Example:

Another food group** is the **fruit group**. Peaches, watermelon, and grapes are **all fruits

The player places a chip in the middle.

Player Three spins next. The game continues in a circle until all talking chips are used. Walk around the room and take notes on your *Ongoing Assessment Log*. Encourage students to vary their use of nouns and adjectives.

Cue Card



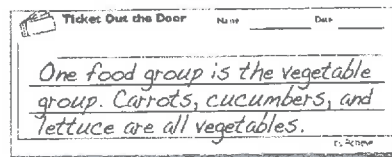
- Aspect of Speech Spinners*
- Food Group Cling*
- Food Group Poster Cards*
- 2x2 Food Cards*
- Talking Chips*

Ongoing Assessment Log

Take Language to Application (You Do Together/You Do On Your Own)

Students remain in groups of four with the same materials. Distribute a *Ticket Out the Door* to each student. They take turns spinning the spinner to determine which food group to write about on their ticket.

Write two sentences like the ones you've been saying out loud. When you're finished writing, read what you wrote to your group to be sure it's your best work. Model a proficiency-level example sentence, as shown, so students understand the expectation.



As students write, circulate and coach as needed. Hold students accountable for correct spelling of words on the poster and 2x2 cards.

Ticket Out the Door

Ongoing Assessment Log

Close the Lesson

Today you talked about which foods belong in each food group. During lunch or dinner, pay attention to what you're eating! Which food group does each type of food belong to? For homework, write down two or three of the foods you ate and which food groups they belong to.

Let's say goodbye with some quick stretches and exercises we practiced last week! With students on the rug, lead the class through a few minutes of various activities they most enjoyed from Week One.

Lesson One

Objective: Students will use topic-specific vocabulary and adjectives of quantity to sort foods into food groups.

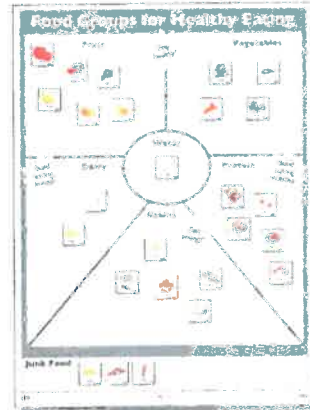
INSTRUCTIONAL SEQUENCE

MATERIALS

Open the Lesson

Last week you talked about how exercise keeps your body healthy. Good nutrition keeps your body healthy, too! When you have good nutrition, you eat healthy food. Healthy snacks and meals keep your bones and muscles strong and help you feel good all day.

Food is organized into different groups called food groups. It's healthy to eat food from all of the food groups. Here are some examples of healthy foods in all the different food groups. Post the **Food Group Poster**. Students echo the food names as you categorize the **2x2 Food Cards** on the **Food Group Poster** with **Handi-Tak**. Explain your rationale as you divide the cards into groups. There is also food that is not so healthy, called junk food. It's okay to eat junk food once in a while.



Food Group Poster
2x2 Food Cards
Handi-Tak

Allow time for students to add other foods to the poster. Point to each food group and ask for other examples. Use a dry erase marker to sketch and label student ideas on the chart.

We need food from all of the food groups to have good nutrition and stay healthy. Today you'll talk about the food groups and the names of foods in each group.

Teach the Language for the Lesson (I Do/We Do)

Explain food groups using adjectives of quantity

Organizing foods into food groups helps us make good choices and think about the type of food we should eat every day. If you know which foods belong in each food group, it's easier to be healthy!

Create a chart, as shown. Reference the **Food Group Poster** throughout the **Teach the Language** section to reinforce and explain food groups. Use **My Turn, Your Turn: Echo** to ensure students get a variety of practice with the language patterns.

There are five different food groups. Point to the word **vegetables**. Vegetables have vitamins and minerals that help you stay healthy and keep from getting sick. The vegetable group is **one** food group. Point to the poster and direct students to echo the name of each vegetable a couple of times.



One food group is the vegetable group. Echo.

Another group is the protein group. Protein makes your muscles strong and helps your body heal itself. Since we already talked about one food group, we'll add the word **another** to our sentence.

Another food group is the protein group. Echo.

Point to the poster and have students echo the names of foods in this group.

Continue the process to explain the remaining food groups. As you introduce each food group, discuss its benefits. Examples:

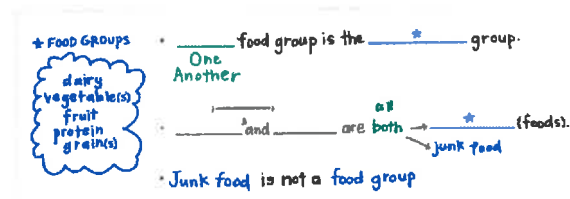
One food group is the dairy group. Echo. Another food group is the fruit group. Echo.

Classify foods with adjectives of quantity

Add to the chart, as shown. Now you will use the word **both** to talk about two foods that belong in the same food group. Example:

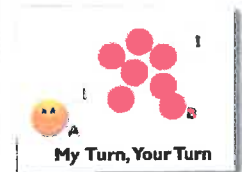
Apples and pears are **both** fruits. Echo.

We use **both** to help explain that they're in the same group.



Teacher-made chart, large version, p. 18

Cue Card



Additional example:
Another food group is the grain group.



3-4 Grade Level Map

Themes	The Art of Getting Along	Virtual Field Trip: Snowy Destination	How's the Weather?	Visual and Performing Arts	Ecology: Animals and the Environment	Healthy Living
Goal	Learn language to respectfully interact with others to get needs met, avoid conflicts, and help others at school and at home.	Virtually experience a typical setting found in grade-level literature and discuss activities that are associated with it.	Discuss climate and plan a variety of activities that make sense given changing weather conditions.	Discuss how a story (<i>Peter and the Wolf</i>) is told through words, actions, and music, and use that information to retell and perform it.	Report facts and observations about a place (desert, tundra, and coast) and tell how changes impact life there.	Explain the benefits of actions (exercise, good nutrition, time management, reacting to discouraging situations).
Grades 3-4 Standard and Other Contents	H Practice conflict resolution techniques W.3/4.2 Write informative/explanatory texts SL.3/4.4 Recount an experience using descriptive details	W.3/4.3 Write narratives to develop real or imagined events using descriptive details and clear event sequences	SS Use maps, identify geographical features; climate affects activities W.3/4.2 Write informative texts to examine a topic and convey ideas and information clearly SL.3/4.4 Report on a topic using appropriate facts	VPA Music sets mood, communicates ideas RL.3/4.1 Recount story; determine central message/theme RL.3/4.3 Describe characters in a story and how actions contribute to sequence of events	SCI Animals adapt to their environment; habitats are affected by human actions W.3/4.7 Conduct short research projects that build knowledge of topic SL.3/4.4 Report on a topic sequencing ideas and using facts	H Support others in making positive choices H Evaluate strategies to cope with stress/anger RI.3/4.3 Explain ideas or concepts in text using language that pertains to time, sequence, and cause/effect
SLAnchor: Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly. LAnchors: 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.						
BEGINNING	V. phrases in Q&A: like to, don't like to Pron.: I, he, she, they Conj.: and, or, but Questions to request clarification with: What, Where, Can, Will	Questions with: Can you, Do you, When will, When are Subject pron. and simple present tense v.: I, we, they, she, he (<i>She gets off the bus.</i>)	Questions: Where? What will it be like? Adv.: north, south, east, west Subj.-v. agreement Conj.: and, so (<i>It's cold, so let's make a campfire.</i>)	V. phrases: is/are (<i>The cat is watching the bird.</i>) Statements with: should (<i>You should move ...</i>) Ordinal numbers (<i>Second, put Duck next to ...</i>)	Infinitive v. phrases Prep.: on, in (<i>Trees have strong roots to stay in the ground.</i>) Questions with: Where, What Adv.: too much (many)	Prep. phrases of time: for (half) an hour, for 30 (60) minutes V. phrases: gives you energy, helps you think, ask for help, kept trying Conj.: because, when, but
INTERMEDIATE	V. and v. phrases: relaxing, playing on a team Present tense statements with: when Questions with: Who, When, do + adv. of frequency: always, never, usually, sometimes	Present perfect tense: have/haven't + past participle (<i>I haven't been ice-skating, but I have played on the sled.</i>) Conj.: while, before, after	Past tense v. phrases, were going to + infinitive (<i>We were going to ride our bikes, but ...</i>) Conditional statements with: if Modal v.: could, should + go	Negative past tense: didn't + present tense v. (<i>Grandfather didn't scold Peter when ...</i>) Adv. (<i>You said that too quickly</i>) Statements/questions with: should	Adj.: some, little, not much (<i>Since there is little rain in the desert, plants have to ...</i>) Predictive phrases (<i>I predict that polar bears will starve since they won't have enough food.</i>)	Comparative and descriptive adj. Conj.: but, whenever, although Future tense v. phrases with: will, won't Modal v.: might, might not
ADVANCED	Complex sentences with: going to, will probably + conj.: when Questions/statements with: can, will, could, would, I'd rather Idioms: crazy about, really into, crack up	Clauses with: where (... the type of place where ...) Adv. for quantity: barely, a little, completely, extremely Infinite pron.: anyone, everyone, someone, no one	Modal phrases: it could/might + v. (<i>It's clear in the valley right now, but it might rain ...</i>) Adv.: north, south, east, west + of here Past perfect statements: had planned + infinitive	Complex sentences with: while, when (<i>While his grandfather was sleeping ...</i>) Conditional question (<i>If you were Bird, what would you say ...</i>)	Complex sentences (<i>To protect themselves from strong winds ...</i>) Adj. of quantity (<i>All plants must have water to survive, but desert plants can survive with small amounts of water.</i>)	Modal v. could + v. phrases Conj.: not only + but also, even though, or Phrases to organize and summarize Adj. for states of being



Proficiency Level at a Glance

Themes	The Art of Getting Along	Virtual Field Trip: Snowy Destination	How's the Weather?	Visual and Performing Arts	Ecology: Animals and the Environment	Healthy Living
Unit Goal	Learn language to respectfully interact with others to get needs met, avoid conflicts, and help others at school and at home.	Virtually experience a typical setting found in grade-level literature and the activities that are associated with it.	Discuss climate and plan a variety of activities that make sense given changing weather conditions.	Discuss how a story (<i>Peter and the Wolf</i>) is told through words, actions, and music, and use that information to retell and perform it.	Report facts and observations about a place (desert, tundra, and coast) and tell how changes impact life there.	Explain the effects and benefits of specific actions and choices (exercise, nutrition, time management, and reacting to discouraging situations).
Language Functions	<ul style="list-style-type: none"> Greet, introduce, share personal info Express needs/requests Give/follow directions Request assistance Express feelings 	<ul style="list-style-type: none"> Describe physical attributes of a place Describe actions Discuss or create a plan Compare and contrast actions 	<ul style="list-style-type: none"> Describe characteristics Make suggestions Make predictions Make/share plans Ask for/give directions Retell actions 	<ul style="list-style-type: none"> Describe actions Describe physical characteristics Discuss or create a plan Negotiate solutions Express preferences 	<ul style="list-style-type: none"> Describe physical characteristics and attributes Compare and contrast Make and report observations 	<ul style="list-style-type: none"> Describe routine events Discuss time Describe actions and physical attributes Retell events
Sample Target Language	<ul style="list-style-type: none"> School/home vocabulary Verb phrases in questions and answers: like to, don't like to Pronouns: I, he, she, they Conjunctions: and, or, but Questions to request clarification with: what, where, can, will 	<ul style="list-style-type: none"> Vocabulary to describe a snowy town Questions with: can you, do you, when will, when are Subject pronouns and simple present tense verbs: I, we, they, she, he (<i>She gets off the bus.</i>) 	<ul style="list-style-type: none"> Weather vocabulary Questions: Where? What will it be like? Adverbs: north, south, east, west Subject-verb agreement Conjunctions: and, so (<i>It's cold, so let's make a campfire.</i>) 	<ul style="list-style-type: none"> Story vocabulary Verb phrases: is/are + ing (<i>The cat is watching the bird.</i>) Statements with: should (<i>You should move Bird up the tree.</i>) Ordinal numbers (Second, put Duck next to the pond.) 	<ul style="list-style-type: none"> Vocabulary related to desert, tundra, and coast Infinitive verb phrases Prepositions: on, in (<i>Trees have strong roots to stay in the ground.</i>) Questions with: where, what Adverbs: too much, many 	<ul style="list-style-type: none"> Physical activity and nutrition vocabulary Prepositional phrases of time: for (half) an hour, for 30 (60) minutes Verb phrases: gives you energy, helps you think, ask for help, kept trying Conjunctions: because, when, but
Unit Assessments	Interview a partner and report to the group; lead a directed drawing activity; act out invitations to play; negotiate solutions.	Write a paragraph describing the setting; create a four-panel poster; write a dialogue; play a board game to retell experiences.	Have a dialogue about weather; play a board game to report on the weather/give advice; make travel plans; write a postcard about a trip.	Create a storyboard; relate instruments to characters, plan and perform a puppet show.	Write informational paragraphs; write and conduct interviews to make predictions about environmental changes.	Deliver formal presentation; conduct interviews from perspective of story characters about persevering in the face of a challenge.
Building Toward the Common Core	<p>SL Anchor: Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly.</p> <p>L Anchors: 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.</p> <p>W.3/4.2 Write informative/explanatory texts.</p> <p>SL.3/4.4 Recount an experience using descriptive details.</p>	<p>W.3/4.3 Write narratives to develop real or imagined events using descriptive details and clear event sequences.</p>	<p>W.3/4.2 Write informative texts to examine a topic and convey ideas and information clearly.</p> <p>SL.3/4.4 Report on a topic using appropriate facts.</p>	<p>RL.3/4.1 Recount story; determine central message/theme.</p> <p>RL.3/4.3 Describe characters in a story and how actions contribute to sequence of events.</p>	<p>W.3/4.7 Conduct short research projects that build knowledge of a topic.</p> <p>SL.3/4.4 Report on a topic sequencing ideas logically and using appropriate facts to support main ideas.</p>	<p>RI.3/4.3 Explain ideas or concepts in text using language that pertains to time, sequence, and cause/effect.</p>

Proficiency Level at a Glance

Themes	The Art of Getting Along	Virtual Field Trip: Snowy Destination	How's the Weather?	Visual and Performing Arts	Ecology: Animals and the Environment	Healthy Living
Unit Goal	Learn language to respectfully interact with others to get needs met, avoid conflicts, and help at school and at home.	Virtually experience a typical setting found in grade-level literature and discuss the activities that are associated with it.	Discuss climate and plan a variety of activities that make sense given changing weather conditions.	Discuss how a story (<i>Peter and the Wolf</i>) is told through words, actions, and music, and use that information to retell and perform it.	Report facts and observations about a place (desert, tundra, and coast) and predict the impact of environmental changes.	Explain the effects and benefits of different actions and choices (exercise, nutrition, and responding to discouraging situations).
Language Functions	<ul style="list-style-type: none"> Make introductions Express needs/requests Describe routines Express feelings and preferences Negotiate solutions 	<ul style="list-style-type: none"> Describe attributes of a place Describe/retell actions Tell how long an event happened Compare and contrast 	<ul style="list-style-type: none"> Describe characteristics Make predictions Make/share plans Ask/give directions Retell actions Express cause/effect 	<ul style="list-style-type: none"> Describe attributes Retell actions/events Compare and contrast Explain classifications Contribute ideas and opinions 	<ul style="list-style-type: none"> Make/report observations Compare and contrast physical attributes and actions Make predictions about events 	<ul style="list-style-type: none"> Express cause/effect for feelings, physical conditions, and processes Discuss time Express feelings and preferences
Sample Target Language	<ul style="list-style-type: none"> School/home vocabulary Verb phrases: relaxing, competing, playing on a team Present tense statements with: when Questions with who, when, do + adverb of frequency: always, usually, sometimes, never 	<ul style="list-style-type: none"> Vocabulary to describe a snowy town Present perfect tense: have/haven't + past participle (<i>I haven't been ice-skating, but I have played on the sled.</i>) Conjunctions: while, before, after 	<ul style="list-style-type: none"> Vocabulary for weather, geographical regions Past tense verb phrases: were going to + infinitive (<i>We were going to ride our bikes, but it was too hot.</i>) Conditional statements with: if Modal verbs: could, should + go 	<ul style="list-style-type: none"> Story vocabulary Negative past tense: didn't + present tense verb (<i>Grandfather didn't scold Peter when he caught the wolf.</i>) Adverbs (<i>You said that too quickly.</i>) Statements/questions with: should 	<ul style="list-style-type: none"> Vocabulary related to desert, tundra, and coast Adjectives: some, little, not much (<i>Since there is little rain in the desert, plants have to store water.</i>) Predictive phrases (<i>I predict that polar bears will starve since they won't have enough food.</i>) 	<ul style="list-style-type: none"> Physical activity and nutrition vocabulary Comparative and descriptive adjectives Conjunctions: whenever, but, although Future tense verb phrases with: will, won't Modal verbs: might, might not
Unit Assessments	Write and perform a role-play; write a story box; write a mini-book that tells how to get along at school.	Write a paragraph describing setting; create a four-panel poster; conduct interviews; retell experiences.	Give mock TV weather newscasts for different geographical areas; make and share travel plans via <i>Structured Role Play</i> ; write a postcard.	Describe the actions of characters; write about characters related to instrument sounds; plan, finalize, and perform a puppet show.	Write informational reports; write and conduct interviews to make predictions about environmental changes.	Deliver formal presentations; conduct interviews from perspective of story characters about persevering in the face of a challenge.
Building Toward the Common Core	<p>SLAnchor: Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly.</p> <p>LAnchors: 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.</p> <p>W.3/4.2 Write informative/explanatory texts.</p> <p>SL.3/4.4 Recount an experience using descriptive details.</p>	<p>W.3/4.3 Write narratives to develop real or imagined events using descriptive details and clear event sequences.</p>	<p>W.3/4.2 Write informative texts to examine a topic and convey ideas and information clearly.</p> <p>SL.3/4.4 Report on a topic using appropriate facts.</p>	<p>RL.3/4.1 Recount story; determine central message/theme.</p> <p>RL.3/4.3 Describe characters in a story and how actions contribute to sequence of events.</p>	<p>W.3/4.7 Conduct short research projects that build knowledge of a topic.</p> <p>SL.3/4.4 Report on a topic sequencing ideas logically and using appropriate facts to support main ideas.</p>	<p>RI.3/4.3 Explain ideas or concepts in text using language that pertains to time, sequence, and cause/effect.</p>



Proficiency Level at a Glance

Themes	Virtual Field Trip: Snowy Destination	How's the Weather?	Visual and Performing Arts	Ecology: Animals and the Environment	Healthy Living
Goal	Learn language to respectfully interact with others to get needs met, avoid conflicts, and help at school and at home.	Discuss climate and plan a variety of activities that make sense given changing weather conditions.	Discuss how a story (<i>Peter and the Wolf</i>) is told through words, actions, and music, and use that information to retell and perform it.	Report facts and observations about a place (desert, tundra, and coast) and predict the impact of environmental changes.	Explain the effects and benefits of different actions and choices (exercise, nutrition, and reacting to discouraging situations).
Language Functions	<ul style="list-style-type: none"> Make introductions Express needs/requests Explain routines Express feelings and preferences Negotiate solutions 	<ul style="list-style-type: none"> Describe characteristics Make predictions Make/share plans Ask for/give directions Express cause/effect Retell actions 	<ul style="list-style-type: none"> Relate/explain actions Explain inferences Classify and make generalizations Compare and contrast Contribute ideas and opinions to discussion 	<ul style="list-style-type: none"> Describe actions and attributes of a place Compare and contrast characteristics Make predictions about events 	<ul style="list-style-type: none"> Express cause/effect for feelings, physical conditions, and processes Explain frequency Relate a past action with another event Discuss feelings and preferences
Sample Target Language	<ul style="list-style-type: none"> Complex sentences with: going to, will probably + conjunction: when Questions/statements with: would, I'd rather Idioms: crazy about, really into, crack up Requests with: can, will, could, would 	<ul style="list-style-type: none"> Vocabulary for weather, geographical regions Modal phrases: it could/might + verb (It's clear in the valley right now, but it might rain ...) Adverbs: north, south, east, west + of here Past perfect statements: had planned + infinitive 	<ul style="list-style-type: none"> Story vocabulary Complex sentences with: while, when (While his grandfather was sleeping ...) Conditional question (If you were Bird, what would you say ...) 	<ul style="list-style-type: none"> Vocabulary related to desert, tundra, and coast Complex sentences (To protect themselves from strong winds ...) Adjectives of quantity (All plants must have water to survive, but desert plants can survive with small amounts of water.) 	<ul style="list-style-type: none"> Physical activity and nutrition vocabulary Modal verb could + verb phrases (You could either) Conjunctions: not only + but also, even though, or Phrases to organize and summarize Adjectives for states of being
Unit Assessments	Write a paragraph describing the setting; create a four-panel poster; conduct interviews; retell events.	Report and give advice about the weather; work with a partner to make travel plans; write a postcard about a trip.	Describe actions of characters; write about characters related to instrument sounds; plan, finalize, and perform a puppet show.	Write informational paragraphs; write and conduct interviews to make predictions about the impact of environmental changes.	Deliver formal presentation; conduct interviews from perspective of story characters about persevering in the face of a challenge.
Building Toward the Common Core	<p>SLAnchor: Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly.</p> <p>LAnchors: 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.</p> <p>W.3/4.2 Write informative/explanatory texts.</p> <p>SL.3/4.4 Recount an experience using descriptive details.</p>	<p>W.3/4.2 Write informative texts to examine a topic and convey ideas and information clearly.</p> <p>SL.3/4.4 Report on a topic using appropriate facts.</p>	<p>RL.3/4.1 Recount story; determine central message/theme.</p> <p>RI.3/4.3 Describe characters in a story and how actions contribute to sequence of events.</p>	<p>W.3/4.7 Conduct short research projects that build knowledge of a topic.</p> <p>SL.3/4.4 Report on a topic sequencing ideas logically and using appropriate facts to support main ideas.</p>	<p>RI.3/4.3 Explain ideas or concepts in text using language that pertains to time, sequence, and cause/effect.</p>

Using Understanding By Design for Project Management

GRADE: KINDERGARTEN		DURATION: 22 DAYS	
BIG IDEA: SURVIVAL			
STAGE 1 – DESIRED RESULTS			
Establishing Goals (i.e. Standard): Different types of plants and animals inhabit the earth.			
<p>Life Sciences</p> <p>2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:</p> <p style="padding-left: 40px;">a. students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals.</p> <p><i>Go further: Why do their similarities and differences help them survive (or not) in a certain habitat?</i></p>			
<p>What are the enduring understandings? <i>Students will understand that...</i></p>		<p>What essential questions will be considered?</p>	
<ul style="list-style-type: none"> • Plants and animals can only survive in certain types of habitats. • Plants and animals have attributes that help them survive in their environments • Plants are living things that need air, water, nutrients, and sunlight to survive • Animals are living things that need air, food, water, and shelter to survive 		<ul style="list-style-type: none"> • Why does this plant or animal live in this habitat? (i.e. Can a frog live in the desert? Why or why not?) • How do plants' and animals' characteristics help them survive? • What do living organisms need to survive? What would happen if they didn't have these things? (i.e. soil, water, food, shelter, safety, air) 	
<p>What key knowledge will be acquired? <i>Students will know...</i></p>		<p>What key skills will be acquired? <i>Students will be able to...</i></p>	
<ul style="list-style-type: none"> - that living organisms have basic survival needs. - that plants and animals are both living things. - the difference between living & non-living things - common plants and animals that live in different habitats: backyard, pond, desert - that an organism will not survive if taken out of proper environment 		<ul style="list-style-type: none"> - Summarize and retell key information about organisms' basic needs (such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants) from Read Alouds - Communicate observations or understandings through written expression (including letter-sound relationship, first sound, etc.) - Sort plants and animals into their proper environments 	

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<p>Key Vocabulary</p> <ul style="list-style-type: none"> -hogar -patio, desierto, charca -características -necesidades -camuflar -sobrevivir -vivo, no vivo -predador, presa -food chain (?) -interdependency (?) 	<ul style="list-style-type: none"> - Draw a detailed and accurately informative picture in response to a prompt - Respond verbally to a prompt - Complete sentence frames using the appropriate words from a word bank - Use topic appropriate vocabulary in both speech and writing - Give support/reasons why an animal or plant needs to live in a certain environment - Creatively express ideas/learning through different art media - Search for relevant information and pictures in print material - Collaborate in small groups
<p>Students pre-conceptions / misunderstandings:</p> <ul style="list-style-type: none"> • Animals and plants can live anywhere • Plants are not alive • There's no water (<i>at all</i>) in the desert 	
<p>STAGE 2 – ACCEPTABLE EVIDENCE</p>	
<p>Performance Task:</p>	
<p>Goal:</p> <ul style="list-style-type: none"> - Your task is to teach a group of zoo keepers about a specific animal and its habitat. Can it survive in the zoo? - The goal is for students to show and justify where animals can(not) live based on characteristics and habitats. - The problem or challenge is that animals can only survive in certain habitats, and they need certain things to survive. - The obstacle to overcome is how to create the proper habitat for an animal. <p>Role:</p> <ul style="list-style-type: none"> - You are an animal expert. - You have been asked to advise a group of zookeepers about what a certain animal needs to survive. - Your job is to show the important relationship between an animal and its habitat. <p>Audience:</p> <ul style="list-style-type: none"> - The target audience is zookeepers (i.e. parents). - You need to convince the zookeepers that animals can only survive in certain conditions. <p>Situation:</p>	

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- The challenge involves understanding what an animal needs to survive.

Product, Performance, Purpose:

- You will create a “Did You Know” expository collage, including sentences and pictures (both student-created and from other sources) about your animal.
- You need to develop visual and (clearly) written information so that your audience learns about appropriate habitats for different animals.

Standards and criteria for success:

- Your performance needs to include animals’ needs and why they’re important in this environment.
- Your work will be judged by its clarity and your understanding of the elements of survival.
- Your product must meet the following standards: (see rubric)

Habitats & Animals

- *Charca*: rana, pez, pato
- *Patio*: gusano, pájaro, ardilla
- *Desierto*: cactus, lagarto, serpiente, camello

“Did You Know collages:

- Expository writing (1 sentence / student)
- Student-drawn illustrations of the animal and its habitat
- Pictures from other sources (magazines, internet, etc.)

Science Night

- Room will show evidence of learning that happened (“Did you know collages”, standards, big ideas, essential questions, sorts, habitat drawings)
- Students will display their expert knowledge on their collage animal by explaining to parents what the animal needs in its habitat and why. When presented with a different animal, students will justify their answer by transferring their knowledge about survival and habitats.
- Parents will role play the zoo keepers by inquiring about students’ poster animal (what does this animal need in its new zoo home?), and also introduce a new animal (in what habitat would this animal live?)

What other evidence needs to be collected?

Formative Assessments:

KWL chart for each habitat / ecosystem

Sort picture cards into categories of living vs. non-living.

Categorize pictures of animals and plants into their suitable habitats.

Create (draw) a suitable habitat for a given animal/plant. (students fill in a graphic organizer with the things an animal needs to survive). Teacher will put up a poster for

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students to use as self-assessment (picture rubric that they can compare their work to).

Expository Writing “Did You Know” collage

STAGE 3 – LEARNING PLAN

Student Reflection Opportunities:

- Students will have the opportunity to reflect as part of their homework every week. They will have to respond to a specific writing prompt and draw a picture.

Technology Incorporation:

Brainpop en Español video on Ecosystems

Magic School bus episode 05: Hops Home

Magic School bus episode 07: All Dried Up

Magic School bus episode 12: In the City

Draw Habitat on Computer/Laptops/iPads (print out for classroom display)

iPad matching animals to habitat game

CALENDAR OF DAILY OBJECTIVES

	Monday	Tuesday	Wednesday	Thursday	Friday
SWBAT understand & explain that different types of plants and animals inhabit different habitats SWBAT understand & explain how different types of animals are interdependent in BACKYARD environment	<p>Day 1</p> <p>Introduction to Habitats: BrainPOP Ecosistemas video</p> <p>Yo estoy vivo! Poem (during RA time)</p> <p>SWBAT understand and explain what a habitat is.</p>	<p>Day 2</p> <p>SWBAT tell the difference bw Living vs. Nonliving things</p> <p>Yo estoy vivo! Poem (during RA time)</p> <p>Exit Slip: living things vs. nonliving sort</p>	<p>Day 3</p> <p>Introduction to Backyard -Magic School Bus Episode: In the City</p>	<p>Day 4</p> <p>Patio Song</p> <p>Vocabulary: patio</p> <p>Backyard animals</p> <p>SWBAT identify different animals/plants that live in Backyard habitat</p> <p>Animal to Habitat Sort</p>	<p>Day 5</p> <p>Explore Backyard/Patio</p> <p>Activity: Draw a picture of Backyard habitat</p> <p>SWBAT explain the elements of habitat that help organisms survive there.</p>

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<p>SWBAT understand & explain how different types of animals are interdependent in POND environment</p>	<p>day 6 KWL chart song/poem</p>	<p>day 7 -Magic School Bus Episode: Hops Home</p>	<p>day 8 Vocabulary: charca pond Animals SWBAT identify different animals/plants that live in pond habitat Pond Animals sort</p>	<p>day 9 Explorative Pond Activity (blue jello & food) Draw Picture of Pond Activity SWBAT explain the elements of habitat that help organisms survive there.</p>	<p>day 10 Finish KWL Writing Prompt</p>
<p>SWBAT understand & explain how different types of animals are interdependent in DESERT environment</p>	<p>day 11 *no school</p>	<p>day 12 KWL Chart</p>	<p>day 13 Magic School Bus Episode: All Dried Up</p>	<p>day 14 Song/poem Vocabulary: desierto Desert animals SWBAT identify different animals/plants that live in desert habitat Desert Animals sort</p>	<p>day 15 Desert Exploration Activity in sandbox outside -cut and color desert organisms and place them in sandbox to simulate desert habitat Happy Hollow Visitors</p>
	<p>day 16 Present Sample Expository Writing Poster</p>	<p>day 17 Find and cut pictures of our animals</p>	<p>day 18 Write & edit expository sentences</p>	<p>day 19 Finals drafts of expository sentences</p>	<p>day 20 Draw pictures of animals</p>
	<p>day 21 Put collages together (parent volunteers)</p>	<p>day 22 Present collages to the class Set Up For</p>			

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	Practice Presenting to the class	Science Exhibition Night			
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Read Aloud Time: Habitat Poem + Focus Animal Poster (3); butcher paper habitat drawings

List of deliverables:

- Weekly Habitat Poems
- Living vs. Nonliving Sort
- Habitat Sorts
- Habitat Drawing Pages
- Habitat Drawing Pages Rubric
- Writing Prompt
- Letter for Parent Volunteers
- Magic School Bus Discussion Questions
- Science Night Parent Handout

Other Materials Needed

- Poster board
- Magazines

Books Used for Read Alouds

- I See a Kookaburra by Steve Jenkins & Robin Page
- Pond Animals
- Desert Animals
- Sand, Leaf, or Coral Reef: A Book About Animal Habitats by Patricia M. Stockland
- Hogares de Animales
- Qué Necesitan los Animales by Margaret McNamara (Big Book in PD Room)

Class Name: Golden Bears Hornets

Student: _____

Judge: _____

Category	1 – Bad	2 – Fair	3 – Good	4 – Great	5 – Excellent
Memorization	Monologue is not memorized and is filled with hesitations.	Somewhat memorized with three errors or hesitations.	Mostly memorized with two errors or hesitations.	Almost entirely memorized with one error or hesitation.	Fully memorized. Text is delivered with ease.
Characterization	Character is not present, not believable and no character details.	Character is somewhat believable with little character details.	Character is mostly believable with some character details.	Believable and many character details.	Fully developed and believable character.
Movement (Blocking)	Very little movement and/or movement that does not relate to the character. No blocking.	Fair use of the stage with little defined character-driven gestures.	Good use of the stage with some defined character-driven gestures.	Great use of the stage with many defined character-driven characters.	Excellent use of the stage with well-defined character-driven gestures.
Emotion	Emotion is missing.	Emotion is not motivated and does not match character, play or style.	Emotion somewhat believable and mostly matches one of the three (character, play and style).	Emotion is believable and mostly matches two of the three (character, play and style).	Emotion is believable and matches the character, play and style.
Focus	Focus needs work. Actor is very distracted by outside influences.	Actor is somewhat focused on performance, distracted three times by outside influences.	Actor is mostly focused on performance, only distracted twice by outside influences.	Actor is almost entirely focused, only distracted once by outside influences.	Actor is fully focused, never distracted by outside influences.
Historicity	Historically inaccurate and/or not based on sources.	Historical source(s) evident with some inaccuracies.	1 historical source is clearly evident and accurately represented.	2 historical sources are clearly evident and accurately represented.	3 or more historical sources are clearly evident and accurately represented.
Total					

90-90-90 Schools - ACCOUNTABILITY IN ACTION

A Summary of the Work Developed by Douglas Reeves

Retrieved online 10-2-07 from <http://www.middleweb.com/MWLresources/accountaction.html>

Part I: The 90/90/90 Schools

90/90/90 Schools are schools that were identified because they are at least 90% combined minority, at least 90% free or reduced lunch qualified students, and at least 90% successful on standardized assessments. These schools would appear to be doing something unexpected that is leading to a high level of student achievement under challenging circumstances.

The high achieving schools were found to have five commonalities that are worth reviewing in some detail within our own schools. The five areas are:

1. There is a strong emphasis and focus on achievement.
2. There are clear curricular choices
3. There are frequent assessment and multiple chances for students to show improvement.
4. There is a strong emphasis on writing in all academic areas.
5. There is external scoring of student work.

What is meant by each of these five common areas?

1. Focus on achievement is something that is celebrated and publicized throughout the school and throughout the community. Graphs, charts, and pictures of success are posted and displayed in classrooms, hallways, offices, and in local stores. High academic performance is rewarded with high praise. There are no more than five areas of focus within the school. Those students who are not able to meet the high standards at this time are placed in an intervention program that may be as long as three hours per day until they are ready to meet the standards.

2. When the curriculum focuses on only a few areas, mathematics, language arts, and reading, and these areas are covered in all content areas, the results are that test scores go up in all areas, not just in the focus areas.

3. Frequent assessments are given to students. When they do poorly on an assessment they are given multiple opportunities to succeed. They are not failures, they just need more time to reach the level of success. Student learning is the goal, not student grading. Weekly student assessment of progress is made by the teacher, and the child is encouraged to show improvement in the next week.

4. The most common characteristic of these high performing schools is that they have an ongoing writing performance assessment program. Research shows that creative writing is always stronger than informative or narrative writing, so the weaker writing areas must be given greater emphasis. There is a single rubric for all writing assignments in all content areas. This helps teachers to do a better job of evaluating student needs across the curriculum.

5. External scoring allows schools to develop a common assessment practice. By exchanging student work for assessment purposes, it helps the student with their achievement and it helps the teacher to maintain alignment of their curriculum, assessment practices, and expectations. It becomes the norm for teachers to work with a common rubric and to have a common understanding of the rubric.

There needs to be an alignment of the standards, curriculum, objectives, assessments, and available resources for a school to function at the highest possible level.

In order to reach success, Mr. Reeves describes the STAR Model for success. This includes:

1. Ongoing and focused professional development
2. Modeling of effective teaching and assessment practices
3. Ongoing professional collaboration
4. Effective communication between school staff, parents, and students
5. Visible tracking of student progress on a frequent and regular basis

Multiple school assessment practices must be implemented. There is a place for standardized assessments, teacher developed assessments, performance assessments, and other ways of finding students level of achievement.

Part II: School Organization Comparison

Reality of Most Schools	Reality of Successful Schools
State norm testing	Multiple and ongoing assessment with a shared rubric known to all
Professional Development Days	Ongoing collaboration and modeling based on research (structured peer coaching)
Teaching all standards	Teaching focused standards that lead to improvement in all areas
Minimal writing exposure	Extensive writing practice in all areas using a single common rubric
Student works for a grade	Student work leads to improved achievement
Teacher grading and assessment	Teacher grades based on shared assessment
Reality of Teaching Strategies	Reality of Successful Teaching Strategies
Student learning hindered	All students learn with improvement model
Content areas independent of each other	Strong instruction in one area benefits all other areas
Teaching done in isolation	Teaching collaboratively has great payoffs for students and for staff (peer coaching)
Reading is an isolated subject	Reading skills taught and practiced through all content areas
Writing is a skill	Writing is an ongoing assessment practice
Teach the entire curriculum	Determine with collaboration the most important teachings that must occur
Question/Answer are part of the grade	Question/Answer is an assessment and a provocative way of engaging students
Tests necessary for objective grading	Multiple and frequent assessments are necessary to identify student needs
Reading/answer questions	Reciprocal reading model evident
Teach the way they were taught	Research says that multiple models of teaching are necessary
Teaching is a secret	Teachers provide clear expectations for students
Classroom order is most important	Classroom order is necessary and must use multiple strategies to maintain the order
Teacher is the most important quality	Teacher is the most important quality
Parent notification periodically	Parent notification regularly

Voices College-Bound Language Academies

2017-2018 School Calendar

September 2017						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2018						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



School Closed/ Holidays



Minimum Day/ Conferences



First and Last Day of School/ Minimum Day

***Note: 6/14 Minimum and last day 8th grade ONLY.**

Instructional Time Verification Calculations
Voices College-Bound Language Academies Schools
2017-2018

	TK to Kinder	1 to 3	4 to 5	6 to 7
Regular Days: Total Daily Minutes				
Daily Start	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End	4:00 PM	4:00 PM	4:00 PM	4:00 PM
Subtotal Minutes	480	480	480	480
Non-Instructional Minutes				
Recess		30	30	25
Lunch	30	30	30	35
Enrichment	60	60	60	55
Subtotal Non-Instructional Minutes	90	120	120	115
Subtotal Minutes Per Regular Day	390	360	360	365
Regular Days Per Year	156	156	156	156
Subtotal Annual Minutes on Regular Days	60,840	56,160	56,160	56,940

	Kinder	1 to 3	4 to 5	6 to 7
Minimum Days: Total Daily Minutes				
Daily Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End Time	12:30 PM	12:30 PM	12:30 PM	12:30 PM
Subtotal Minutes	270	270	270	270
Non-Instructional Minutes				
Recess		15	15	10
Lunch	30	30	30	30
Subtotal Non-Instructional Minutes	30	45	45	40
Total Minutes Per Minimum Day	240	225	225	230
Minimum Days Per Year	24	24	24	24
Subtotal Annual Minutes on Minimum Days	5,760	5,400	5,400	5,520

	Kinder	1 to 3	4 to 5	6 to 7
Total Annual Instructional Minutes	66,600	61,560	61,560	62,460
Required Minutes	36,000	50,400	54,000	54,000
Amount Above/(Below) Minimum	30,600	11,160	7,560	8,460

8
8:00 AM
4:00 PM
480
25
35
55
115
365
154
56,210

8
8:00 AM
12:30 PM
270
10
30
40
230
23
5,290

8
61,500
54,000
7,500

Voices College-Bound Language Academy Proposed Curriculum/Program Guide

Content		English	Spanish	Targeted Purpose	Publisher/Author	Title	Grades
English and Spanish Language Development	✓			Language forms and functions in a systematic way	EL Achieve Susana Duitro	<i>A Focused Approach: Instruction for English Language Learners</i>	TK-8
English Language Development Reading	✓		✓	Language forms and functions in a systematic way Reading (shared reading)	EL Achieve (various big books and picture books)	<i>Systematic ELD Instructional Units</i> <i>Trade book collections</i>	TK-8 TK-1st
Reading	✓		✓	Reading (guided reading)	(various leveled books)	<i>Leveled reading book collections</i>	TK-8th
Reading	✓		✓	Reading (read alouds)	(various picture and chapter books)	<i>Trade book collections</i>	TK - 5th
Reading	✓		✓	Make content accessible for Language Learners	EL Achieve AND Pearson Education, Inc.	<i>A Focused Approach: Instruction for English Language Learners (Frontloading) AND Making Content Comprehensible for English Language Learners (SIOP)</i>	TK-8
Reading	✓		✓	Reading Comprehension (Literature study)	various trade books (from the CDE <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i>)	<i>Trade book library selections</i>	3 to 8
Language Arts	✓			Explicit systematic phonics	Fountas and Pinell	<i>Phonics Lessons</i>	K-4
Language Arts	✓		✓	Phonemic Awareness	Prentice-Hall, Inc.	<i>Words Their Way</i>	K-8
Language Arts	✓		✓	Explicit systematic phonics	Estrelita Inc.	<i>Estrelitas</i>	TK-1
Language Arts	✓			Language Arts Standards	Triumph Learning	<i>Common Core Coach</i>	TK-8
Language Arts	✓		✓	Spanish Language and grammatical structures	Hampton Brown	<i>Bien Dicho!</i>	1 to 5
Writing	✓		✓	Writing craft	Calkins; Heinemann	<i>Units of Study for Primary Writing and Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum</i>	TK-2
Writing	✓		✓	Writing craft	Calkins; Heinemann	<i>Units of Study for Teaching Writing and Units of Study in Argument, Information, and Narrative Writing: A Common Core Writing Curriculum</i>	3 to 5
Writing	✓		✓	Writing mechanics	Sopris West	<i>Step Up to Writing</i>	TK-6
Mathematics	✓		✓	Math concepts and computations	Pearson Scott Foresman/TERC Group	<i>Investigations in Numbers, Data, and Space</i>	K-5
Mathematics	✓		✓	Math Standards	Great Minds	<i>Eureka Math</i>	TK-8

Mathematics	✓	✓	✓	Math Standards	Achievement First	Achievement First adopted curriculum	6-Jan
Mathematics	✓	✓	✓	Math Standards	Triumph Learning	Common Core Coach	K-8
Science	✓	✓	✓	Science standards (project-based learning)	Pearson	Interactive Science	6 to 8
Science	✓	✓	✓	Science Standards (PBL)	Understanding by Design	Understanding by Design	K-8
Social Studies	✓	✓	✓	Social studies/history standards (project-based learning approach)	Teachers' Curriculum Institute (TCI)	Social Studies Alive!	K-5
Social Studies	✓	✓	✓	Social studies/history standards (PBL)	Understanding by Design	Understanding by Design	K-8

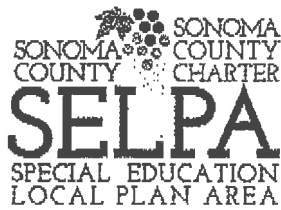
Summer PD 2017-18

August 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 New Teacher Training	2 New Teacher Training	3 New Teacher Training	4 New Teacher Training	5
		Mission and Vision: Voices Values	Supporting ALL Students P.L.C. & Feedback Setting Up Your Classroom	A Day At Voices Theory of DI Operations Overviews	Math Vision Math Strategies	
6	7 New Teacher Training	8 New Teacher Training	9 New Teacher Training	10 New Teacher Training	11 New Teacher Training	12
	Vision for Literacy Block Intro to Guided Reading	Guided Reading Part II DI within Centers	DI within WW DI within RW	Scrimmage Session DI within fluency	Scrimmage Session Final CPU: A Day at Voices	
13	14 New Teacher Training	15 New Teacher Training	16 New Teacher Training	17 All Teachers	18 ALL STAFF	19
	Effective Teacher and Student Habits: Strong Voice	Effective Teacher and Student Habits: Precise Praise	Effective Teacher and Student Habits: 100%	Welcome to Voices! All Means ALL Breakout sessions	Opsapalooza	
20	21 All Teachers	22 All Teachers	23 All Teachers	24 All Teachers	25 All Teachers	26
	Data Analysis: Getting to Know Your Students Balanced Literacy Part I	REPEAT Team Building Unit Unpacking	REPEAT Math Vision Math IPP Close Reading (VMS)	REPEAT Math IPP Close Reading (VMS)	School Site Day	
27	28 All Teachers	29 All Teachers	30 All Teachers	31 All Teachers	Notes:	
	Planning Units and Lessons Co-Teaching Intro Pt 1 - Pilot T's	Guided Reading Part III	SysELD Day 1 (Diff) Literacy Block (Diff) ESTRELLITAS	School Site Day		

Important Details

- Sessions subject to change
- Most sessions will run 8am - 3pm with many ending earlier for classroom set up or work time
- Grade level and classroom assignments will be sent out late July

Optional
Requested



www.sonomaselpa.org
www.charter.sonomaselpa.org
5340 Skyline Boulevard
Santa Rosa, CA 95403
Phone (707) 524-2752
Fax (707) 524-2754
Adam Stein, SELPA Director

August 28, 2017

Voices College-Bound Language Academy
715 Hellyer Avenue
San Jose, CA 95111

Re: Letter of Good Standing

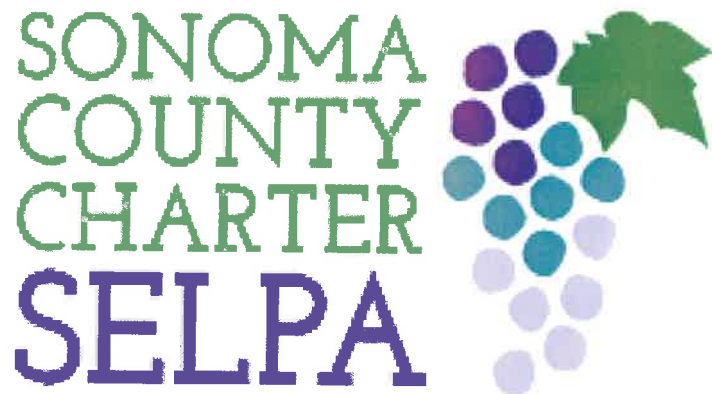
To whom it may concern,

The Voices College-Bound Language Academy has been a Local Educational Agency (LEA) within the Sonoma County Charter SELPA since July 1, 2012. The Academy added two new schools expanding to three LEAs in 2014-15 Fiscal Year. They have complied with all of the requirements of the SELPA in a timely manner to-date, including meetings and trainings. They have demonstrated good faith efforts to provide services to students with special needs and comply with fiscal and legal requirements. These schools are in good standing with the Sonoma County Charter SELPA.

Sincerely,

A handwritten signature in black ink, appearing to read "Deborah Malone-Larson".

Deborah Malone-Larson
Fiscal Analyst
Sonoma County Charter SELPA



Sonoma County Charter SELPA

Procedural Manual

Revised
February 2013

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PURPOSE AND SCOPE

The purpose of the Special Education Procedural Manual is to describe the policies and procedures governing the education of students with disabilities in the Sonoma County Charter SELPA. The manual provides charter school personnel clear and systematic procedures regarding student rights and administrators and teaching staff responsibilities in accordance with the variety of Federal laws and regulations that are implemented through State law and mandate.

The three Federal laws that govern the education of students with disabilities are: 1) Individuals with Disabilities Education Act (IDEA); 2) Section 504 of the Rehabilitation Act of 1973 (Section 504); and 3) Americans with Disabilities Act (ADA). Under these laws, all students with disabilities ages 3 through 21 have a right to receive a free appropriate public education (FAPE) along with procedural safeguards governing their identification, assessment, and placement in the least restrictive environment (LRE). Essential to these procedural safeguards is the involvement of parents.

Each charter school is responsible for ensuring that the above mission is accomplished in a timely, thoughtful and thorough manner.

The following pages include the special education guidelines, procedures and forms used in the implementation of special education services in the Sonoma County Charter SELPA. This handbook is a flexible document that will be updated to stay current.

Special Education Laws and Mandates

Individuals with Disabilities Education Act (IDEA)

The IDEA authorizes funding to states and school districts. To receive and maintain such funds, these agencies must comply with specific rules regarding the education of students with disabilities. The IDEA applies only to students having specific disabilities that are identified through the required assessment process.

Free Appropriate Public Education (FAPE)

Each student found to have an IDEA disability is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). To determine whether a student has one of the specified IDEA disabilities and requires special education services:

- The student is assessed in all areas of the suspected disabilities by a multidisciplinary group of professionals;
- A meeting which includes parents/guardians is held to review the assessment results.

If it is determined that the student needs special education services, the meeting participants develop an Individualized Education Plan (IEP), which provides for specially designed instruction that cannot be provided with modification of the regular instructional program and related services. In addition, the IEP identifies services and placement for the student that is in the least restrictive environment (LRE).

Educational and related services must be provided at no cost to the parent, except for those fees that apply to all students, including those without disabilities. The LEA Charter School may use State, Local or Federal resources to meet this requirement. An insurer or similar third party is not relieved from an otherwise valid obligation to provide or pay for services provided to a student with a disability. Sonoma County Charter SELPA members will not delay the implementation of a student's IEP, including any case in which the payment source for providing or paying for special education and related services to the student is being determined.

Least Restrictive Environment (LRE)

Under the following core principles of LRE, students with disabilities are:

1. To the maximum extent appropriate, including those in public or private institutions or other care facilities, educated with their non-disabled peers;
2. To be removed from the general education environment only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily (includes placements in special classes or separate schools);
3. Educated in the school that (s)he would attend if nondisabled, unless the IEP requires some other arrangement;
4. Placed in schools and receive services in locations as close as possible to his/her home.

A student found to have a disability under IDEA is entitled to FAPE *even though the student has not failed or been retained in a course or grade, and is advancing from grade to grade.*

Consideration of how the disability adversely impacts social, emotional and behavior skills, independent of passing grades, must be part of the identification process.

Prohibition on Mandatory Medication

General: District staff cannot require a student to obtain a prescription for a controlled substance as a condition of attending school, receiving an assessment, or receiving services described in this manual.

Permissible Action

- Teachers and other school personnel may consult or share classroom-based observations with parents regarding a student's academic and functional performance, behavior in the class or school, or the need for an assessment for special education and related services.

Parent, Legal Guardian, Surrogate Parent, and Conservatorship

Throughout this manual, the term parent is used to refer to parents, guardians, surrogate parents and foster parents as described below. Although the singular and plural version of parent is used interchangeably, both parents share educational rights unless otherwise specified through a divorce or separation documents. Staff may presume that a parent has the authority to act for a child unless a school official is advised that the parent does not have such authority. Parent, as used in this manual, is as follows:

- Natural or adoptive parent;
- Guardians are generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State);
- Individuals acting in the place of a biological or adoptive parent (including a grandparent stepparent, or other relative) with whom a child lives;
- An individual who is legally responsible for the child's welfare; or
- Surrogate parent appointed in accordance with the procedures below.

Parental Educational Rights Exceptions

- The case manager has been provided with written evidence that there is a current protective order altering the parent's access, or a court order terminating the parent's rights to make educational decisions for his/her child. This documentation shall be placed in the student's CUM file.
- If a judicial decree or order identifies a specific person to act as the "parent" of a student or to make educational decisions on his/her behalf, that individual is considered to be the "parent" such as the following:

Surrogate Parents:

Required when the student's parent cannot be identified;

1. After reasonable efforts, the case manager cannot locate the student's parent;
2. The court has specifically limited the right of the parent to make educational decisions for the child; or
3. The student is a ward of the court.

Surrogate parents may represent students in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the individualized education program (IEP), and in other matters relating to the provision of a free appropriate public education to the individual. This representation includes the provision of written consent to assessments and initial placement, non-emergency medical services, mental health treatment services, occupational or physical therapy, etc. The surrogate parent may sign any consent relating to IEP purposes.

Surrogate parents are held harmless by the State of California when acting in their official capacity except for acts or omissions that are found to have been wanton, reckless, or malicious.

Foster Parents Acting as Surrogates:

1. Foster parents acting as surrogates include a person, relative or non-relative caretaker, or an extended family member who has been licensed or approved by the county welfare department, county probation department, or the State Department of Social Services, or who has been designated by the court as a specified placement.
2. Foster parents may act as a surrogate and represent the student in the areas discussed above in the following circumstances:

Educational Decision-Making: The foster parent has not been excluded by court order from making educational decisions on behalf of a student and the juvenile court has limited the right of the parent or guardian to make educational decisions on behalf of the student.

Permanent Living Arrangement: The student is in a planned permanent living arrangement with the foster parent.

Willingness: The foster parents are willing to participate in making educational decisions on the student's behalf; and they have no interest that would conflict with the interests of the student.

A foster parent exercising rights under this section may consult with the parent or guardian of the student to ensure continuity of health, mental health, or other services.

Transfer of Parental Rights to Student at Age 18 Years

At 18 years of age, parental rights transfer to the student unless the student has been conserved under state law. Beginning not later than one year before the student turns 18, the parents must be informed about this transfer of rights. The IEP includes a statement that the parent has been informed of his/her rights under IDEA, if any, that will transfer to the student.

Conservatorship

In some situations, a student over the age of 18, who is legally an adult, may have a conservator who will continue to act on the student's behalf in regard to special education and related services. The term "conservator" refers to a person given legal authority and responsibility by the superior court to make educational decisions for an adult person, married minor, or married minor whose marriage has been dissolved and who is not competent to make such decisions or to give informed consent. For more information on conservators, please refer to:

<http://www.courtinfo.ca.gov/selfhelp/seniors/handbook>

Age Range Requirements

All children with disabilities between the ages of birth through 21 are entitled to receive FAPE. Services must be available for children upon their third birthday, assuming that the responsible LEA have prior notice, an opportunity to provide an assessment (if necessary) and develop an IEP within required timeframes. *NOTE: SCC SELPA charter schools do not serve students under 5 years of age. Services for children under age 5 are the responsibility of the child's district of residence.*

“Aging Out” of Special Education Timelines

- **Turns 22 years of age in January through June.** Students receiving special education services may continue his/her participation for the remainder of the fiscal year, including any extended school year services.
- **Turns 22 Years of Age in July through September.** Such students are not allowed to continue special education services in the new fiscal year. However, if the student is in a year-round school program and the IEP extends into a term in the new fiscal year, then (s)he may complete that term.
- **Turns 22 Years of Age in October through December.** Special education services are terminated on December 31 of the current fiscal year, unless the individual would otherwise complete his/her IEP at the end of the current fiscal year.

Graduation Exception to Age Range Requirements

FAPE is not required for students with disabilities who have graduated from high school with a regular high school diploma. Graduation with a high school diploma constitutes a change in placement, requiring written Prior Notice of Proposed/Graduation (see page A19). Regular high school diploma does not include an alternative degree that is not fully aligned with California's academic standards, such as a certificate or a general educational development credential (GED).

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

ADMINISTRATOR

The Administrator ensures that assessment services are appropriately conducted throughout the school system and monitors the universal screening, progress monitoring, and data-collection processes to ensure that assessments are conducted appropriately

- Inform parents of the need to file a written request for assessment when a verbal request is made and provide assistance in completing this written notice if necessary.

Has general oversight authority for special education services, including the supervision of monitoring activities that ensure: federal, state, and local guidelines are implemented; timelines are met; and practices that promote delivery of appropriate services as reflected in each student's IEP are followed

- Ensures all annual and triennial IEP review meetings for the school year are calendared before the annual due date (364 days or before) or the triennial date (2 years and 364 days or before).
- Ensure there is appropriate representation of all staff at each IEP meeting. Required members of an IEP team are: The parent, the special education teacher/specialist, the general education teacher, and an administrator/designee. The psychologist and any related service provider who serves the student or whom has information for the IEP team should also be included. **If the required members are unable to attend, the IEP meeting should be postponed and rescheduled.** Other participants may be excused, with prior IEP Team Member(s) Excusal and needed information (reports, progress) shared with the parent prior to the meeting and in the meeting by a designated team member. See "IEP Team Members" (pg. 34) of this manual, for more information.
- Monitor the IEP paper work. Ensure that every item on each page of the IEP is completed (no blanks). Ensure the IEP is accurate and is a suitable response to the information needed. May use IEP Checklist for Compliancy (see page A24) for this purpose.

Has general oversight for the provision of appropriate training for all individuals responsible for carrying out the requirements included in this manual, as well as other relevant federal and state requirements pertinent to the identification and education of students with disabilities

- Assist in the identification and provision of professional development and other available resources for the provision of special education and related services.
- Provide consultation and facilitation for any potential placements outside LEA Charter School.
- Provide consultation regarding appropriate personnel staffing.
- Supervise all special education and support staff assigned to the LEA Charter School, including coordination of services between general and special educators and support staff
- Ensure appropriate scheduling of staff and students.
- Ensure joint planning and collaboration time for general and special education teams.
- Provide information and assistance for families and students involved with due process hearings.

- Request technical assistance and support from the Sonoma County Charter SELPA as needed.
- Are qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities.
Note: Specially Designed Instruction (SDI) for students with disabilities is a requirement under the IDEA, the federal law governing special education programs. SDI refers to the teaching strategies and methods used by teachers to instruct students with disabilities and other types of learning disorders.
- Are knowledgeable about the general education curriculum.
- Are knowledgeable about and have the authority to commit school resources.
- Monitor service delivery commitments, the implementation of IEPs and the progress of students with disabilities in the general education curriculum.
- Periodically review the schedule of related services staff assigned to the school and their caseloads; and ensure that students are receiving the amount of services specified in their IEP.

Principals retain all oversight responsibility at their school, even when a designee carries out day-to-day duties. On a case-by-case basis and as appropriate, individuals having the authority to commit special education services, which are not currently at a school site, may be assigned to be the LEA Charter Schools designated LEA representative at an IEP meeting where such services may be considered.

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

CASE MANAGER RESPONSIBILITIES

A case manager is assigned when a student is referred for an initial assessment for special education services. The person is usually a special education teacher/specialist assigned to the LEA Charter School and is considered the primary service provider. If the IEP specifies language and speech services only, the case manager is typically the speech/language pathologist. The case manager facilitates the IEP process, including the referral, assessment, IEP development, and ensures that a student's IEP is implemented and that all timelines are followed.

See SELPA Case Planning for all IEP development timelines (see page A3).

Referral Process:

- Assists with the completion of the written referral if requested or necessary.
- Secures parental consent to obtain confidential information from private and public sources, if necessary.
- Enters student name in Referral Log (see page A1) and notifies the principal and other school site staff members, as appropriate, that a referral has been made for a particular student.
- Creates a confidential special education file for the student and places it in a secure location that is accessible to all appropriate school staff. All forms, consents, reports, etc. associated with the student are maintained in this file, including the Case Planning Guide (see page A3) and Student Access Log (see page A4).
- Enters referral information into the SEIS IEP system and sends or delivers the following documents to parents: Referral for Special Education and Notice of Procedural Safeguards.

Assessment:

- Coordinates with the site Student Study Team (SST) or its equivalent for new referrals and assessment staff for the referrals for assessments (including those for non-attending students) and ensures that all required assessment components are addressed.
- Assures all assessment plans are developed within required timelines if the team agrees assessment is needed (no later than 15 days after parent has put request in writing).
- Assists in the development of the Assessment Plan Initial IEP only. *An Assessment Plan must be completed whenever an assessment for the development or revision of the IEP is to be conducted and must be signed by the parent/guardian prior to the testing.*
- Requests assistance of the administrator when assessments need to be conducted by specialists who do not regularly provide services to the school.
- Sends or delivers to parents: Assessment Plan Initial IEP.
- Assists parents in understanding their rights and the special education process and procedures as needed.

Upon Receipt of Signed Assessment Plan:

- Enters receipt date of signed Assessment Plan in Student Access Log (see page A2) and notifies all assessors included on the Assessment Plan that they may begin assessment.
- Assures, with the specific assessors, that assessments are conducted in the student's primary language if the students are English Learners.
- Provides results of assessments to the school psychologist at least 10 days in advance of the IEP meeting, so that these results can be incorporated into the written psychological report prior to the IEP team meeting.
- Provides copies of assessments with the assessors contact information to parents 5 days prior to the scheduled IEP meeting. EXCEPTION: Discretion shall be used by the assessor to determine if initial diagnosis of a disabling condition warrants a private meeting to discuss the assessment results prior to the IEP meeting.

Implementing and Monitoring the IEP:

- Schedules IEP team meeting with parents and LEA Charter School participants. **For Annuals and Triennials:** It is strongly recommended that the scheduled IEP date be at least 3 weeks prior to the last annual or triennial meeting date minus one day, as appropriate. This allows for meeting postponement or re-scheduling and supports compliance with State IEP meeting timelines.
- Sends Notification of IEP Team Meeting to parent and other IEP participants.
NOTE: Annual reviews must be held 364 days before the date of the previous annual IEP and triennial reviews held two years and 364 days or earlier from the last triennial date.
- Secures IEP meeting room, assuring that the room is private and free from distractions, has adequate seating, electrical outlets, and if needed, a conference phone and Internet service (see pages 36-37 for a complete list).
- Contacts all school IEP team members the day of the IEP meeting ensuring they will be in attendance to the IEP, on-time and with the appropriate number of copies of assessments or other documents they will be sharing with the team.

During the IEP Meeting:

- Chairs IEP team meetings and facilitates the development of IEPs, ensuring that parents have the opportunity to participate in the development of the IEP.
NOTE: If Case Manager chairs the IEP, another IEP Team Member shall be assigned to write notes.
- Ensures there are no blanks on the IEP forms.
- Ensures IEP and other documents are distributed to the family.
- Schedules a follow-up IEP meeting if the IEP is not completed at the meeting and documents the next IEP meeting date on the Notes page.

After the IEP Meeting:

- Ensures instructional team members are informed of the new IEP and its contents as it relates to their role with the student and the location of the IEP document in its entirety.
- Affirms and attests the IEP within 7 days of the IEP meeting and maintains accurate and timely student data information throughout the duration of the IEP year.
- Accesses SEIS IEP program daily for updates and notifications.
- Provides direct instruction to special education students, as designated in the IEP.

- Notifies special education administrator and/or site administrator of accurate monthly caseload numbers.
- Submits a monthly list of student adds/drops to the SEIS administrator.
- Provides the necessary information to the site/LEA charter school testing coordinator for all State/school-wide assessments.
- Coordinates and conducts, in collaboration with the school psychologist and other pertinent assessment personnel, manifestation determination reviews and IEP meetings.
- Coordinates the process for students to register for the Extended School Year program according to timelines, as appropriate.
- Evaluates student progress, maintains necessary records indicating student performance and recommends revisions of the IEP when appropriate. This includes grades, progress reports, and benchmark documentation of goals and objectives cited in students' IEPs.

Written Notice and Consents:

- Collaborates with the administrator, as necessary, to all requests made by parents prior to, during, or after IEP team meetings by completing and sending the Prior Written Notice (see pages 47 and A19) to the parent of the proposed or refused action.
- Ensures that all other parental notices and consents for assessments and initial placements are processed appropriately.
- Ensures these documents are created through the electronic IEP system and copies are placed in the student's special education file.

Records:

- Ensures that complete student records are maintained in a single, secure location in the school (ensuring the principal has access).
- Notifies appropriate staff that a request for records has been received.
- Coordinates collection and copying of all records for parents in a timely manner.

Technical Assistance:

- Requests technical assistance and support from Administration or the Sonoma County Charter SELPA, as needed.

Other:

- Provides consultation, resource information, and documentation regarding student needs to parents and general education staff members.
- Supervises the instructional assistant and contributes input to his/her evaluation, if appropriate.
- Provides in-service training for site school staff and the community in order to promote a better understanding of students with disabilities as needed.
- Coordinates and consults with administrators, special education specialists, general education classroom teachers, psychologists, program specialists, other support staff, outside agencies, and parents regarding instructional planning for special education students.
- Provides resources, such as instructional materials and staff time to the regular classroom teacher as appropriate.
- Attends LEA charter school and site level meetings.

***Triennials:** (See page 27-28 for more information regarding triennials) are evaluations that must be conducted within two years and 364 days of the previous triennial or within two years and 364 days of the initial assessment. All triennial meeting dates, excluding initial triennial dates, shall coincide with the student's annual IEP date. In some cases, this will necessitate that one of the meeting dates will occur prior to the typically allowed meeting timeline. This prevents an annual IEP meeting and a triennial IEP meeting from being convened on the same student during the IEP year.

In the case that there is more than one triennial date for the same student due to an addition of services after the initial placement, whichever date is the earliest will become the triennial IEP meeting date for the student. For example: The student's annual Speech IEP date is December 3, 2012. On February 1, 2013, an IEP meeting is convened to discuss the results of assessments conducted by the psychologist and academic special education teacher/specialist based on additional concerns of the school and parent. The student is found eligible for specialized academic instruction services. The next annual date for the student will be December 2, 2013 and the triennial date shall be scheduled to occur on the date of the Speech Triennial date (see page 27 for further information).

Administrative (30 day) Placements: Complete an Interim IEP and send it to an appropriate administrator within 24 hours of placement. **The administrative placement IEP team meeting must take place within 30 days of the placement.**

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

RELATED SERVICE PROVIDER/DESIGNATED INSTRUCTION SERVICES

The related service provider is not typically the case manager for students assigned to his/her caseload whom receive specialized academic instruction provided by a special education teacher/specialist. Speech and Language Specialists (when not the sole provider of special education services), Occupational Therapists, Educational Related Mental Health Service Providers, and Behavior Specialists are some, but not all, related service providers. The related service provider is responsible for the following:

- Conducts screenings, when indicated.
NOTE: Screening definition: Ed. Code 56321(f) "...the screening of a pupil by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an assessment for eligibility for special education and related services". Screening may be provided to guide instruction and curriculum implementation, but may not be conducted to determine if further special education assessment is necessary. Screenings do not require an Assessment Plan, however it is strongly recommended that the parent be notified prior to any screening on their child.
- Informs parent of the need to file a written request for assessment when a verbal request is made. Provides assistance in completing this written notice if necessary.
- Completes an Assessment Plan in collaboration with other special education staff whenever an assessment for the development or revision of the IEP is to be conducted and does not begin assessment until the Assessment Plan is signed and returned by the parent/guardian.
- Conducts appropriate assessments in the areas of suspected disability.
- Provides a written report of all assessment(s) conducted.
- Provides assessment information at IEP meetings, and makes program and/or service recommendations when appropriate.
- Completes appropriate sections of the SEIS IEP prior to the IEP meeting such as Draft Present Levels of Academic Achievement and Functional Performance and draft Goals/Objectives/Benchmarks.
- Arrives at the IEP Team meeting on time, prepared to share copies of the assessment report, if appropriate, and other documents that will be shared with the IEP team, and, if an annual or triennial, with data on goal progress, attendance record, and other pertinent data.
- Provides direct services as indicated in the IEP.
- Serves as consultant to administrators, other special education support staff, regular classroom teachers, and parents and provides resources as needed.
- Provides in-service training for site school staff and community in order to promote a better understanding of students with disabilities as needed.
- Evaluates student progress and maintains necessary records indicating student performance and attendance, and recommends revisions of the IEP when appropriate. This includes IEP Goal progress reports and benchmarks/objectives (for students participating in the CAPA only) documentation of goals and objectives cited in students' IEPs as appropriate.
- Assists parents in understanding their rights and the special education process and procedures.

- Attends LEA and SELPA level meetings as requested.
- Provides the necessary information to the special education administrator and/or site testing coordinator for all State/LEA charter school assessments.
- Notifies special education administrator and/or site administrator of accurate monthly caseload numbers.
- Submits a monthly list of student adds/drops to the SEIS administrator.
- Accesses SEIS IEP program daily for updates and notifications.

***Triennials:** are evaluations that must be conducted within two years and 364 days of the previous triennial or within two years and 364 days of the initial assessment. All triennial meeting dates, excluding initial triennial dates, shall coincide with the student's annual IEP date. In some cases, this will necessitate that one of the meeting dates will occur prior to the typically allowed meeting timeline. This prevents an annual IEP meeting and a triennial IEP meeting from being convened on the same student during the IEP year.

In the case that there is more than one triennial date for the same student due to an addition of services after the initial placement, whichever date is the earliest will become the triennial IEP meeting date for the student. For example: The student's annual Speech IEP date is December 3, 2012. On February 1, 2013, an IEP meeting is convened to discuss the results of assessments conducted by the psychologist and academic special education teacher/specialist based on additional concerns of the school and parent. The student is found eligible for specialized academic instruction services. The next annual date for the student will be December 2, 2013 and the triennial date shall be scheduled to occur on the date of the Speech Triennial date (see page 27-28 for further information).

Administrative (30 day) Placements: Complete an Interim IEP and send it to an appropriate administrator within 24 hours of placement. **The administrative placement IEP team meeting must take place within 30 days of the placement.**

CHILD FIND: SYSTEMATIC SEARCH

Each local educational agency (LEA) shall actively and systematically seek out all individuals with exceptional needs, ages 5 through 18, including:

1. Children in private, including religious schools,
2. Highly mobile individuals with exceptional needs such as children who are migrant or homeless,
3. Children who are advancing from grade to grade even though they are suspected of being an individual with exceptional needs and in need of special education and related services, and
4. Children not enrolled in public school programs, who reside in a LEA charter school or are under the jurisdiction of a SELPA or a county office.

Policy

All LEA charter schools have adopted policies for notifying parents of their rights and for initiating a referral for assessment to identify individuals with exceptional needs. Identification procedures shall include utilization of referrals from teachers, parents, agencies, appropriate professional persons, and from other members of the public.

Process

1. School site procedures and identification procedures are coordinated to provide referral of pupils with needs that cannot be met with modification of the regular instructional program.
2. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.
3. All referrals for special education shall be documented. When a verbal referral is made, staff of the LEA charter school shall offer assistance to the individual making the request, and shall assist the individual if he/she requests such assistance. The Notice of Receipt of Referral form shall be used to document the referral.

On-Going Systems For Identifying Enrolled Students

1. *Investigate Reports*
School personnel must investigate all reports of students not attending school, enroll them, and as appropriate, determine if the student has any areas of suspected disabilities.
2. *Kindergarten Attendance*
Although it is not mandatory for parents to send their children to Kindergarten, school staff must admit all eligible students that parents seek to enroll. Under no circumstances may a principal, or other personnel, deny kindergarten enrollment for a student.
3. *Screening*
Screening involves locating children and youth enrolled in in the LEA Charter School who may have a disability and need special education services to maintain satisfactory educational performance, even though they are advancing grade to grade. Through written notice, the LEA informs the parent of the results of the screening and whether follow-up is required. LEAs may implement the following types of screening:
 - a. *Hearing and Vision Screening*: Occurs at regular intervals during the student's school career and annually for all children who receive special education and related services;

- b . *Universal Screening*: The Response to Intervention (RTI) process utilizes universal screening of all students to identify those who may be at risk for academic failure. These screenings occur at least three times during the school year, typically fall, winter, and spring.
- c . *Academic Review*: Ongoing review of each student’s performance by teachers and other professional personnel through the Student Study Team (SST) to identify those who exhibit problems that interfere with their educational progress and/or their adjustment to the educational setting.

Student Study Teams

Each school site is required to have an SST or its equivalent, which is a multidisciplinary general education team to consider, plan, and assess general education interventions and supports for students experiencing learning, language/speech and/or behavioral difficulties.

Membership: The SST’s standing members include at least the principal/designee, a classroom teacher, and the referring teacher. When discussing an individual student’s difficulties, the student’s parent or guardian is an invited participant. As requested, special educators may also participate in SST meetings.

Duties: The SST assists the classroom teacher and parent in:

- 1 . Identifying academic, social or health strengths and issues that interfere with the student’s learning and achievement;
- 2 . Prioritizing concerns about the student;
- 3 . Developing an *action plan* to assist the student;
- 4 . The team reviews and analyzes all screening data, including RtI results, to determine the most beneficial option for the student.

Information to Parents: The team must regularly provide parents a report or summary on the status of the student’s response to the RTI process.

Insufficient Progress: When a student has made insufficient progress based on progress monitoring and subsequent modification of interventions and supports that have been implemented with fidelity for 8 – 12 weeks, the SST should consider a referral for an assessment under Section 504 or IDEA. Fidelity refers to implementation practices that are based on program requirements, including the length of time necessary to obtain sufficient data to determine effectiveness.

The SST process is not typically appropriate for students described below:

Some Disability Areas: Students suspected of having apparent disabilities, such as hearing impairment, visual impairment, deaf-blindness, severe and recent traumatic brain injury, mental disability (moderate or severe), multiple disabilities, and some students with severe autism, severe orthopedic impairments and/or significant health issues.

Mental Illness: For students suspected of exhibiting a significant mental illness, the school psychologist should be contacted immediately for a recommendation of next steps.

REFERRAL TO SPECIAL EDUCATION

Referral Process:

The referral of a pupil for a special education assessment may be initiated or submitted by, or as a result of:

1. School screening programs, such as vision, hearing, and speech and language screenings
2. Student Study Teams (SST)
3. Direct referrals from agencies or individuals having knowledge of an individual with exceptional needs
4. Direct referral from parents.

Parents shall be given a copy of their Rights and Procedural Safeguards upon initial referral for assessment.

NOTICE OF RECEIPT OF REFERRAL

When a complete and appropriate referral is received by a member of the assessment team for the assessment of a student for special education purposes, the assigned Case Manager will notify parents/ guardians that a referral was made.

1. If the parent participated in a Student Study Team meeting when the decision was made to refer the student for an assessment, the notification requirement will have been met.
2. The formal written notification of the parent is necessary when referrals have been initiated without parental involvement.
3. Notification of Referral shall be in writing.
 - a. The Case Manager of the assessment team shall immediately send or deliver a completed Notice of Receipt of Referral form to the parent (see page 10, "Case Manager Role and Responsibilities").
 - b. The individual receiving the referral must immediately provide it to his/her school principal, or education specialist (who becomes the case manager) for processing, which includes entering appropriate data in the electronic IEP system.
 - c. The case manager maintains a Contact Log (see page A1) documenting all actions related to the entire IEP process and notifies the school principal and other school site staff members, as appropriate, that a referral has been made for a particular student.
 - d. Utilizing the information below, the case manager facilitates a review of the referral and underlying information to determine if an assessment is appropriate for the student.
4. Personal contact in the parent's primary language to provide an explanation of the referral/assessment process and the forms is strongly recommended.

Criteria for Appropriate Assessment Referral:

The SST provides documentation showing that it addressed a student's academic, language/speech, and/or behavioral issues, incorporating:

1. *Interventions*: Scientifically research-based intervention(s) implemented with fidelity as evidenced by data sheets, computer-generated records, or other permanent products;
2. *Progress Monitoring*: Monitoring of the student’s progress relative to appropriate peer comparisons, at reasonable intervals, with appropriate modification of interventions and supports as appropriate;
3. *Progress Analysis*: Evidence that the student’s rate of progress relative to peers was not adequate (team should also consider cultural and linguistic factors); and
4. *Reason for Not Implementing RTI/PBIS*: In the event that a decision was made not to provide interventions and supports through RTI/PBIS, information is made available to explain the basis for that decision.

Inappropriate Basis for Referral:

To ensure that a student does not receive an assessment inappropriately, there is data-based documentation that the student’s lack of educational progress is *not primarily due to the following*:

1. *Reading*: Lack of appropriate, explicit and systematic instruction in reading which includes the essential components of reading instruction: phonics, phonemic awareness, fluency, comprehension, and vocabulary (e.g., if more than 50 percent of the class falls below benchmark on universal screening, lack of appropriate instruction might be suspected);
2. *Math*: Lack of appropriate instruction in math (e.g., if more than 50 percent of the class falls below benchmark on universal screening, lack of appropriate instruction might be suspected);
3. *Unfamiliarity with the English Language*: If the student’s primary language is not English, the teacher or SST members consult with the site English Language Support (ELS) teacher. The teacher and/or SST employ a variety of intervention and support strategies within the general education classroom to accommodate the student’s language and cultural background and help resolve the targeted learning and behavior problems (see page 43–45: English Learners Receiving Special Education Services for more information).
4. *Environmental or Economic Disadvantage*: (e.g., if a majority of low income students in the class fall below benchmark on universal screening, environmental or economic barriers as a primary factor might be suspected).
5. *Temporary Physical Disabilities*.
6. *Social Maladjustment*: Generally, students with emotional disabilities are viewed to have behavior of an “involuntary nature.” Students with social maladjustment are viewed as having behavior that is intentional in nature and are generally conceptualized as having a conduct problem. A Federal District Court viewed social maladjustment as “a persistent pattern of violating societal norms...a perpetual struggle with authority, easily frustrated, impulsive and manipulative.”¹ These students are viewed as being capable of behaving appropriately, but they intentionally choose to break rules and violate norms of acceptable behavior.

Determining Whether the Student Needs an Assessment:

Note: According to the US Department of Education (USDE), public school is not required to evaluate students to meet the entrance or eligibility requirements of another institution or agency. While the requirements for secondary transition are intended to help parents and schools assist children with disabilities transition beyond high school, USDE stated that IDEA requirements do not apply to

assessments relevant or necessary to another agency (e.g., a vocational rehabilitation program, or a college or other postsecondary setting).

Process:

1. Review the Referral: The Student Study Team, including the assigned education specialist, must review and analyze all data described above to determine the most beneficial option for the student.
 - a. Assessment is NOT Warranted:
If the parent has provided a written request for special education assessment, the parent must be given a written explanation of the reason for the decision using the *Prior Written Notice* and *Notice of Procedural Safeguards* within 15 calendar days of receipt of the referral (see page 42 and A19 for more information on the PWN process).
2. If the parent elects to *not* participate in the Student Study Team, the staff member assists the parent in putting the request for assessment in writing, if they have not previously done so, and the request is submitted to an appropriate member of the assessment team. If the staff member does not have adequate knowledge of school identification procedures, he/she may refer the parent to other personnel, such as a site administrator, school psychologist, or Student Study Team chairperson.

Note: The assessment of a student may be conducted without a Student Study or similar intervention team meeting if the parent so requests or if the school does not utilize a formal process. However, the school must have in place some mechanism for documenting that the resources of the regular education program have been considered and, where appropriate, utilized.

Best Practices For School Site Referrals:

The following is a sequence of activities that reflects best practices in addressing a referral for a special education assessment initiated by school personnel:

1. The classroom teacher has a concern about a student's academic progress. S/he begins to access resources available at the school and/or consults with persons knowledgeable about the individual student or available resources.
2. The student's parent/guardian is contacted for support, information, and sharing of ideas (document in writing).
3. Maintain documentation of attempts made to modify the student's educational program in order to address the original concerns. If the concerns remain after such attempts have been made, a referral is initiated to the Student Study Team (SST).
4. A Student Study Team meeting is scheduled, involving the parent, the pupil, and any other necessary school and community resources. Documentation of regular education interventions is maintained.
5. Should the interventions be determined inadequate in meeting the student's needs, the Student Study Team, with participation by the parent, submits a referral for a special education assessment. An Assessment Plan is developed at that time, if appropriate, or no later than 15 days of the referral date. The parent gives informed consent and the assessment process is initiated.

Best Practices For Direct Parent Referrals:

The following is a sequence of activities that reflects best practices in addressing a direct referral from a parent:

1. A school site member is approached by a parent/guardian who requests that his/her child be assessed for special education.
 - a. If the staff member has adequate knowledge of the school's procedures and the parent's concerns, the staff member establishes the basis for the request and informs the parent of the option to participate in a Student Study Team.
 - b. If the staff member does not have adequate knowledge of the school's procedures and the parent concerns, they must contact a staff member who can assist the parent.
 - c. If the parent provided the request for assessment in writing, an SST must be convened within the 15 day timeline. The SST may not be used to extend the 15 day LEA response timeline. Exception: Initial referral timeline *may* be extended if the parent is in agreement. Provide written documentation, with the parent's signature, of the agreed upon extension and the anticipated date of the IEP.
 - d. If the LEA charter school believes that an assessment for special education is not appropriate, it may refuse to conduct the assessment. In such cases, the LEA charter school must complete the Prior Written Notice (PWN) (see page A19).

Best Practices for Non-English Speaking Parents and the Referral Process

Parents whose primary language is not English will be informed of the need to file a written request when a verbal request is made. They will be informed both verbally and in writing in their primary language, unless to do so is clearly not feasible. The LEA charter school will make every effort to provide a translator who speaks the parents' native language to ensure the parents' full participation in the referral process.

¹ *Doe v. Sequoia Union High School district* (N.D. Cal. 198)

ASSESSMENT

INTRODUCTION

Prior to any action taken with respect to the initial placement of a student with disabilities, an individual assessment of the student's educational needs must be conducted by qualified staff in accordance with requirements specified by the Education Code. No assessment will be conducted without a signed completed Assessment Plan unless the LEA charter school has prevailed in a due process hearing regarding the assessment or the student is required to have an assessment as part of an expulsion process.

TIMELINES

Upon receipt of a signed assessment plan, the assessment team has 60 calendar days, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, in which to conduct an appropriate evaluation and hold an IEP meeting to discuss assessment results and develop an IEP.

1. The 60 day timeline begins the day the signed assessment plan is received by a staff member.
2. If an assessment plan is signed within 20 days of the end of the traditional school year, the IEP meeting may be held up to 30 days after the start of the following school year.
3. Within 15 days of the receipt of the referral for assessment, the appropriate IEP assessment team member(s) shall prepare and mail or personally deliver to the parent the following:
 - The completed Assessment Plan
 - A copy of the Special Education Rights of Parents and Children

Note: The 15 days does not include days between the student's regular school sessions or days of school vacation in excess of five school days. The assessment plan shall be developed within 10 days after the beginning of the regular school year for whom a referral has been made 10 days or less prior to the end of the regular school year. In the case of school vacations, the 15-day timeline will recommence on the date the student's regular schooldays reconvene. The parent may agree, in writing, to an extension.

4. The parent shall have at least 15 calendar days from the receipt of the assessment plan to arrive at a decision. Assessment may begin immediately upon receipt of the parent's written consent.

The case manager is responsible for distributing copies of the assessment plan to all persons named as assessors on the plan. This should be done as soon as possible to allow all assessors ample time to evaluate the student.

DEVELOPMENT OF THE ASSESSMENT PLAN

As part of an initial assessment or a reassessment, the LEA charter school shall review existing assessments and information, and on the basis of that review, and with input from the parents, identify what additional data, if any, are needed to determine eligibility, present levels of

performance, the pupil's need for special education and related services, and any modifications needed to enable the pupil to meet the goals and to participate in the general curriculum.

The Assessment Plan Document Must:

- Be in the primary language of the parent (or other mode of communication used by the parent) unless to do so is clearly not feasible.
- Include the child's primary language and level of English proficiency.
- Include a description of any recent assessments conducted, including any available independent assessments and any assessment information the parent requests to be considered, and information indicating the pupil's primary language and the pupil's language proficiency in the primary language.

As part of the assessment plan, the parent shall be informed that upon completion of the administration of tests and other assessment materials, an IEP team meeting shall be scheduled to determine whether the pupil is an individual with exceptional needs and to discuss the assessment, the educational recommendations, and the reasons for these recommendations.

ASSESSMENT REQUIREMENTS

An individual comprehensive assessment of a student must be conducted according to the following Education Code requirements:

1. Assessment materials and procedures must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
2. Tests and other assessment materials must meet all the following requirements:
 - a. Are provided and administered in the language and form most likely to yield accurate information on what the pupil knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or developmentally, and functionally, unless it is not feasible to so provide or administer.
 - b. Have been validated for the specific purpose for which they are used.
 - c. Are administered by trained personnel in conformance with the instructions provided by the producer of the tests and other assessment materials, except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist.
 - d. Are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.
3. Tests and other assessment materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
4. Tests are selected and administered to best ensure that when a test administered to a pupil with impaired sensory, manual, or speaking skills produces test results that accurately reflect the pupil's aptitude, achievement level, or any other factors the test purports to measure and not the pupil's impaired sensory, manual, or speaking skills unless those skills are the factors the test purports to measure.

5. No single procedure is used as the sole criterion for determining whether a pupil is an individual with exceptional needs and for determining an appropriate educational program for the pupil.
6. The pupil is assessed in all areas related to the suspected disability including, if appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. A developmental history is obtained, when appropriate. For pupils with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code Section 56136.
7. The assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. Special attention shall be given to the unique educational needs, including, but not limited to, skills and the need for specialized services, materials, and equipment consistent with guidelines established pursuant to Education Code Section 56136.
8. Assessment must be conducted by those competent to perform the assessment, as determined by the school LEA charter school, county office, or SELPA.
 - a. Any psychological assessment must be conducted by a credentialed school psychologist, capable of assessing cultural and ethnic factors pertaining to the child being assessed.
 - b. Any health assessment must be conducted by a credentialed school nurse or physician, capable of assessing cultural and ethnic factors pertaining to the child being assessed.
9. Assessment must include observations of the child according to the following criteria:
 - a. For a child with suspected learning disabilities, at least one person other than the child's regular teacher shall observe his/her performance in the regular classroom setting.
 - b. If the child is younger than 4 years, 9 months or is out of school, an assessment team member shall observe him/her in an environment appropriate for a child of
10. Vision and hearing screenings must be conducted for all initial assessments and three-year reevaluations, unless parental permission was denied.
11. The assessment must include consideration of information and private assessments provided by the parent.
12. Assessments must include information related to enabling the child to be involved in and progress in the general curriculum.
13. LEA charter schools must ensure that IQ tests are not administered to African-American students. Alternative assessments to IQ tests will be used to obtain information about these students' cognitive development. See the SELPA website for approved alternative assessments.
14. In conducting an assessment, LEA charter schools must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the pupil, including information provided by the parent that may assist in determining whether the pupil is a pupil with a disability and the content of the pupil's IEP, including information related to enabling the pupil to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

Review RtI/Interventions & Progress Monitoring Data:

- Interventions implemented were scientifically research-based and implemented with fidelity as documented by data sheets, computer records, or other permanent products;
- Progress Monitoring: documentation supports that data it was collected at reasonable intervals;
- Data: identifies the extent to which the student exhibited adequate progress based on local or national norms;
- Systemic Observation(s): the student was observed and his/her interaction with teacher(s) in the environment(s) in which the student is experiencing difficulties documented;
- Student Interview: Conduct a student interview, as appropriate, to obtain student's perceptions of his/her academic, behavioral, and social performance;
- Core Teacher(s) Interview: Talk to the student's core teachers to obtain information regarding referral concerns and the student's academic performance, behavior, and peer interactions

ASSESSMENT REPORTS

The personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each assessment. The report shall include, but not be limited to, all the following:

1. Whether the pupil may need special education and related services.
2. The basis for making the determination.
3. The relevant behavior noted during the observation of the pupil in an appropriate setting.
4. The relationship of that behavior to the pupil's academic and social functioning.
5. The educationally relevant health and development, and medical findings, if any.
6. For pupils with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services.
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate.
8. The need for specialized services, materials, and equipment or pupils with low incidence disabilities, consistent with guidelines established pursuant to Education Code Section 56136.
9. Information related to enabling the child to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities.
10. Documentation of the language of assessment for children whose primary language is not English and the results of tests administered in the child's primary language by qualified personnel.
11. A statement regarding the validity of the assessment if the assessment was administered through an interpreter.
12. A copy of the assessment report shall be given to the parent. Best practices suggest that the parent receive the report in sufficient time prior to the IEP meeting to read and assimilate the information.

SELPA forms Psycho-Educational Assessment Report Form (see page A5) and the Assessment Report Form (see page A7) are to be used for initial and triennial reports.

ASSESSMENT OF STUDENTS WITH SPECIFIC LEARNING DISABILITIES

For a pupil suspected of having a specific learning disability, the documentation of the determination of eligibility must contain a statement that the learning disability is not primarily the result of a visual, hearing, motor disability, mental retardation, emotional disturbance, cultural, environmental or economic disadvantage and that the disability is due to a disorder in one or more of the basic psychological processes. Complete SELPA form Specific Learning Disability; Team Determination of Eligibility.

When standardized tests are considered to be invalid for a specific pupil, the discrepancy between ability and achievement shall be measured by alternative means as specified on the assessment plan. Each member conducting the assessment must certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the member must submit a separate statement presenting the member's conclusions. Complete SELPA form Specific Learning Disability Discrepancy Documentation Report in addition to the Specific Learning Disability; Team Determination of Eligibility form mentioned above.

Each member conducting the assessment must certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the member must submit a separate statement presenting the member's conclusions.

Additional Considerations for a Student Who is:

1. Suspected of having a Specific Learning Disability

- a. At least one member of the individualized IEP team shall be qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.
- b. At least one team member other than the pupil's regular teacher shall observe the pupil's academic performance in the regular classroom setting. In the case of a child who is less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age.

2. Receiving Post-Secondary Services

- a. The LEA will invite the student to attend the IEP meeting if the purpose of the meeting will be the consideration of the needed transition services for the individual. **Note:** If the student does not attend the IEP meeting, the LEA shall take steps to ensure that the individual's preferences and interests are considered.
- b. The LEA shall invite a representative that is likely to be responsible for providing or paying for transition services. If an agency invited to send a representative to a meeting does not do so, the local educational agency shall take other steps to obtain participation of the other agency in the planning of any transition services.

3. Receiving a functional behavioral analysis assessment

- a. The behavioral intervention case manager shall attend the IEP meeting to review the results and, if necessary, to develop a behavioral intervention plan.

Annual IEP Reviews:

The IEP team shall meet at least annually to review the student's progress, the IEP, including whether the annual goals for the student are being achieved, and the appropriateness of placement, and to make any necessary revisions.

The annual IEP review shall consist of those persons specified in the section, IEP TEAM MEMBERS (see page 34). Other individuals may participate in the annual review if they possess expertise or knowledge essential for the review.

An elementary LEA charter school shall notify a high school LEA charter school of all students placed in nonpublic school or agency programs prior to the annual review of the IEP for each student who may transfer to the high school LEA charter school.

To assist in maintaining annual review schedules, it is recommended that teachers, psychologists, support staff and site administrators receive appropriate student lists that include the annual IEP review schedule.

All required components of parent notice and informed consent are to be included in the annual IEP review process.

Triennial Reviews:

State and federal laws and regulations require that students with disabilities receive a re-evaluation at least once every three years or more frequently if conditions warrant or if the student's parent or teacher requests an assessment. A re-evaluation shall not occur more frequently than once a year, unless the parent and the LEA charter school agree otherwise, and shall occur at least once every three years, unless the parent and the LEA charter school agree, in writing that a reevaluation is unnecessary. The date of the IEP meeting following the three-year re-evaluation must occur on or before the calendar date that is 2 years and 364 days from the initial IEP meeting (or previous triennial). If the re-assessment so indicates, a new IEP shall be developed (see page A13: Triennial Re-Assessments).

As part of any reevaluation, the IEP team and other qualified professionals, as appropriate, shall do the following:

1. Review existing assessment data, including assessments and information provided by the parents of the student.
2. Review current classroom-based local, or State assessments and classroom-based observations.
3. Review teacher and related services provider(s) observations.
4. Ensure that a vision and hearing screening is completed, unless the parent denies permission.

On the basis of the information obtained from the above sources, the team members shall identify what additional data, if any, is needed to determine (see page A15):

1. Whether the student continues to have a disability.
2. The present levels of performance and the educational needs of the student.
3. Whether the student continues to need special education and related services.

4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the annual goals included in the student's IEP and to participate, as appropriate, in the general curriculum.

According to California law, no re-evaluation shall be conducted unless the written consent of the parent is obtained prior to the re-evaluation. However, parental consent is not required for a review of existing data. Document request for a review of existing data and parent agreement using SELPA Triennial Review form (see page A13).

Parental consent is not required for a reevaluation if the LEA charter school can demonstrate that it has taken reasonable steps to obtain consent and the parent has failed to respond. Document all steps taken.

Implementation Procedures:

In anticipation of the triennial review date the special education case manager will consult with relevant regular education teachers and triennial assessment team members to examine what types of data are needed for the determination of disability and other key components of the IEP review. In cases where comprehensive assessment data may not be required, this consultation should be facilitated by the case manager completing the SELPA's Triennial Assessment Worksheet and submitting it to assessment team members for input. If all members of the assessment team agree that a comprehensive assessment is not required, a parent letter is sent, along with the IEP Meeting Notification Form, which explains the abbreviated assessment process and the parent's right to request a comprehensive assessment (see page A14).

When an abbreviated assessment is anticipated, it is recommended that the IEP meeting be held 60 days prior to the triennial date. At the IEP meeting, the team reviews the Triennial Worksheet. If the parent requests a full evaluation at this time, this is documented on the IEP form Notes. A second IEP meeting is scheduled in these cases, within 60 days, in order to consider the comprehensive assessment results.

All members of the IEP team are required to submit reports regarding assessment findings, even if an abbreviated assessment has been conducted. Reports should summarize the information gleaned from the abbreviated procedures. In cases where no or limited assessment has been conducted, the three-year reassessment report should make reference to the assessment information contained in previous psychoeducational evaluations.

The following are examples of students who should receive a comprehensive assessment at the time of their triennial review:

- Students who were initially assessed three years prior.
- Students who are not making expected progress in their special education programs.
- Students who have undergone a serious illness or serious life-changing event.
- Students for whom a change of special education placement may be anticipated, including students anticipated to exit their special education program.
- Students whose special education eligibility/disabling condition is no longer apparent.

- Students whose previous assessments have contained unusual variability in results.
- Students under the age of nine years.

Protection in Assessment Procedures

Conducting the Assessment:

1. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent that may assist in determining:
 - a. Whether the student has a disability;
 - b. The content of the student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);
2. Do not use any single measure or assessment as the sole criterion for determining whether a student has a disability or for determining an appropriate educational program for the child;
3. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical and developmental factors.

Selecting Tools:

Use assessments and other assessment materials that are:

1. Nondiscriminatory. Selected and administered so as not to be discriminatory on a racial or cultural basis;
2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;
3. Valid and Reliable. Used for the purposes for which the assessments or measures are valid and reliable;
4. Administered by trained and knowledgeable personnel;
5. Administered in accordance with any instructions provided by the producer of the assessments;
6. Assessments are selected and administered to best ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Comprehensive Assessment:

1. Ensure that the assessment is sufficiently comprehensive to identify all of the student's special education and related services needs, whether or not commonly linked to the disability category in which the student has been classified.

2. The student is assessed in all areas related to the suspected disability including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

Transfer Students:

1. Assessments of students who transfer from one public agency to another public agency in the same school year are coordinated with those students' prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full assessments.

Individuals Conducting the Assessments:

1. Assessments must be administered by qualified personnel who are competent in both the oral or sign language skills and written skills of the individual's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter must be used and the assessment report must document this condition and note that the validity of the assessment may have been affected.

Determining Mode of Communication & Cultural Identification:

1. Before the assessment, the case manager and assessment team ensures that the student's native language, general cultural identification and mode of communication is determined.
2. Native Language is the primary language used in the student's home (i.e., language typically used for communication between student and parents, siblings, and other family member(s))
3. English Proficiency. If the student has a non-English-speaking background, his/her proficiency in English must be determined (CELDT).
4. Mode of Communication. The mode of communication is determined by assessing the extent to which the student uses verbal expressive language and the use of other modes of communication (e.g., gestures, signing, unstructured sounds) as a substitute for verbal expressive language.
5. Note the language use pattern, proficiency in English, mode of communication and general cultural identification in the student's record. This information is used to design the assessment and develop and implement the IEP.

INDEPENDENT EDUCATIONAL ASSESSMENT (IEE)

A parent or guardian has the right to obtain, at public expense, an independent educational assessment of the pupil from qualified specialists, as defined by regulations of the State Board of Education, if the parent or guardian disagrees with an assessment obtained by the public education agency. If a public education agency observed the pupil in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a pupil, an equivalent opportunity shall apply to an independent educational assessment of the pupil in the pupil's current educational placement and setting, and observation of an educational placement and setting, if any, proposed by the public education agency, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

The public education agency may initiate a due process hearing to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent or guardian still has the right for an independent educational assessment, but not at public expense.

If the parent or guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the public education agency with respect to the provision of free, appropriate public education to the child, and may be presented as evidence at a due process. If a public education agency observed the pupil in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a pupil, an equivalent opportunity shall apply to an independent educational assessment of the pupil in the pupil's current educational placement and setting, and observation of an educational placement and setting, if any, proposed by the public education agency, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

If a parent or guardian proposes a publicly financed placement of the pupil in a nonpublic school, the public education agency shall have an opportunity to observe the proposed placement and the pupil in the proposed placement, if the pupil has already been unilaterally placed in the nonpublic school by the parent or guardian. Any observation conducted pursuant to this subdivision shall only be of the pupil who is the subject of the observation and may not include the observation or assessment of any other pupil in the proposed placement. The observation or assessment by a public education agency of a pupil other than the pupil who is the subject of the observation pursuant to this subdivision may be conducted, if at all, only with the consent of the parent or guardian. The results of any observation or assessment of any other pupil in violation of this subdivision shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other pupil.

For further information regarding independent educational evaluations, refer to SELPA policy #11 (Independent Education Evaluations (IEE) Criteria).

The right of parents to obtain, at public expense, an independent educational assessment if they disagree with the assessment conducted by the LEA charter school, is included in the Procedural Safeguards notice, which is distributed pursuant to Education Code Section 56301(d)(2).

IEP TIMELINES

See page A3, Case Planning Guide, for a charted format of IEP timelines

Initial Referral:

Parents must be notified of referral, rights, alternatives and given an Assessment Plan or Prior Written Notice of Refusal within 15 calendar days of Initial referral.

Parent has at least 15 days to respond to the Assessment Plan. Once signed and returned, the Case Carrier sends copies of the signed Assessment Plan to all assessors as soon as possible.

IEP Following an Assessment:

An IEP required as a result of a student's assessment must be developed within a total time not to exceed 60 days from the date the parent's written consent for assessment is received. This timeframe does not include days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays.

The Case Carrier is responsible for sending the IEP Meeting Notice to the parents and all other IEP team members at least 10 days prior to the scheduled IEP meeting.

Best Practice: Send Assessment Report and draft goals to the parent for review and input 10 days prior to the scheduled IEP meeting.

Subsequent Regular School Year:

The IEP must be developed within 30 days after the commencement of the subsequent regular school year when the referral was made 30 days or less prior to the end of the regular school year.

School Vacations:

In the case of school vacations (as referenced above), the 60 day time recommences on the date that schooldays reconvene.

IEPs (Without Assessments) that Follow Parental Request:

A meeting to develop an IEP that does not include an assessment must be conducted within 30 days from the date of receipt of the parent's written request. This timeframe does not include days between the regular school sessions, terms, or days of school vacation in excess of five schooldays.

Annual IEP:

An IEP must be prepared at least once each calendar year (364 days or earlier) from the last IEP.

Best Practice: Send IEP Meeting Notice three-four weeks prior to the last possible annual meeting date, so that the meeting may be re-scheduled, if needed, without adverse affect on the 364 day timeline. Send draft goals to the parent for review and input 10 days prior to the scheduled IEP meeting

Effect of End-of-Year Graduation:

There are no exceptions to convening the annual IEP. For example, if an IEP is due in May and the student is scheduled to graduate in June, the meeting must be held (see page 9 for a discussion of when services are required if a student with disabilities turns 22 years of age during the school year).

Beginning of School Year:

At the beginning of each school year, each school must have in effect for each student with a disability within its jurisdiction a current and appropriate IEP.

Revision of IEP:

The IEP should be revised at any time, as appropriate, to reflect potential modification(s); including:

1. Any lack of expected progress toward the annual goals;
2. Any lack of adequate progress in the general curriculum;
3. A student's teacher feels the student's IEP or services are not appropriate for the student;
4. A student's parents believe their child is not progressing satisfactorily or that there is a problem with the student's IEP;
5. The LEA proposes any service changes, such as to modify, add, or delete a goal or objective, to add or delete a related service, or to discuss the need for extended school year services;
6. New information obtained as a result of a reassessment or obtained from parents, teachers, or other sources.
7. The behavior of the student warrants a review by the IEP team to decide on strategies, including positive behavioral intervention strategies and supports to address the behavior, or making a determination of whether a student's behavior is a manifestation of his/her behavior;
8. Either a parent or the LEA believes that a required component of the student's IEP should be changed; the case manager must convene an IEP meeting if the change may be necessary to ensure the provision of FAPE; or
9. A hearing officer orders a review of the student's IEP/placement document.

Use SELPA form Amendment to document these changes.

Note: *A copy of the revised IEP should be distributed to parents, other IEP team members, and all other pertinent general and special education staff.*

INDIVIDUALIZED EDUCATION PROGRAM COMPONENTS
IEP TEAM MEMBERS

The individualized education program team must include all of the following:

1. *Parent:*

One or both of the pupil's parents, a representative selected by a parent, or both, in accordance with the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

2. *Regular Education Teacher:*

Not less than one regular education teacher of the pupil, if the pupil is, or may be, participating in the regular education environment. If more than one regular education teacher is providing instructional services to the individual with exceptional needs, one regular education teacher may be designated by the local educational agency to represent the others.

The regular education teacher of an individual with exceptional needs shall, to the extent appropriate, participate in the development, review, and revision of the pupil's individualized education program, including assisting in the determination of appropriate positive behavioral interventions and supports, and other strategies for the pupil, and the determination of supplementary aids and services, program modifications, and supports for school personnel that will be provided for the pupil, consistent with subclause (IV) of clause (i) of subparagraph (A) of paragraph (1) of subsection (d) of Section 1414 of Title 20 of the United States Code.

3. *Special Education Teacher/Specialist:*

Not less than one special education teacher of the pupil, or if appropriate, not less than one special education provider of the pupil.

4. *Local Agency (School District) Representative:*

A representative of the local educational agency who meets all of the following:

- a. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs.
- b. Is knowledgeable about the general curriculum.
- c. Is knowledgeable about the availability of resources of the local educational agency.

5. *Other Required Individuals:*

- a. An individual who can interpret the instructional implications of the assessment results.
- b. If post-secondary transition needs will be discussed at the meeting, the school district must invite a representatives of any other private agencies likely to be involved, financially or operationally, with meeting the student's needs.

- c. At the discretion of the parent, guardian, or the local educational agency, other individuals who have knowledge or special expertise regarding the pupil may be invited to attend the IEP meeting, including related services personnel, as appropriate. The determination of whether the individual has knowledge or special expertise regarding the pupil shall be made by the party who invites the individual to be a member of the individualized education program team.

6. *Whenever appropriate, the student.*

Note: A member of the IEP team may be excused from attending an individualized education program meeting, in whole or in part, when the meeting involves a modification to, or discussion of, the member's area of the curriculum or related services, *if* both of the following occur:

- a. The parent and the local educational agency consent to the excusal after conferring with the member.
- b. The member submits in writing to the parent and the individualized education program team, input into the development of the individualized education program prior to the meeting.
- c. A parent's agreement shall be in writing. Complete SELPA form IEP Team Member(s) Excusal.

INDIVIDUALIZED EDUCATION PROGRAM SCHEDULING AND CONDUCTING IEP MEETING

BEST PRACTICES FOR SCHEDULING AND CONDUCTING AN IEP TEAM MEETING

Scheduling the IEP Team Meeting:

1. Schedule annual IEP meetings well in advance, allowing time for re-scheduling if needed.
2. Reserve a room that will accommodate all of the needs of the participants: enough room at the table with chairs for all, electrical outlets for tape recorders, a telephone available for telephone conferencing, etc.
3. Allow a reasonable amount of time for the IEP meeting.
4. Invite all necessary IEP team members:
 - Parent(s)
 - Student, if appropriate
 - Administrator or designee
 - Special education teacher
 - General education teacher
 - Anyone else who has assessed the student for the upcoming IEP or has important information to share
5. Send a Request for Parent Information for the IEP Meeting and Parent/Guardian Notification of IEP Meeting to parent. Send IEP team members a copy of the Request for Parent Information for the IEP Meeting.
6. Ask general education teachers to complete the General Education Teacher Input for the IEP.
7. If neither parent can attend the IEP meeting, use other means to ensure parent participation, including individual or conference phone calls.
8. If unable to convince the parent to attend the IEP meeting, record the all attempts made by the school to arrange for a mutually agreed on time and place.
9. Ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
10. Inform the parent of his/her right to electronically record the IEP meeting.

Prior to the IEP meeting (10 days or less):

1. Send assessment reports and draft IEP goals and objectives/benchmarks to the parent ahead of time. In some cases it may be beneficial to schedule a time to discuss the report and/or goals and objectives over the phone if the parent has questions.
2. Be prepared to bring assessment reports, student work samples, the special education file, health and attendance information, draft goals and objectives, etc., to share with the team.
3. Confirm that all necessary team members will be attending the IEP meeting.
4. Send a copy of the proposed agenda to the parent.

The day of the IEP meeting:

1. Have basic snacks and water available for the meeting.
2. Check that the meeting room is set up and everything that is needed is in the room.
3. Confirm that all IEP members will be attending.

At the IEP meeting:

1. Start on time.
2. The Administrator or designee initiates introductions.
3. It is highly recommended that every IEP meeting have a school staff member assigned as an IEP Facilitator. The facilitator briefly explains his/her role at the meeting. He/she guides the process of the meeting, ensuring that the agenda, ground rules (see below) and timelines (see below) are followed.
4. Assign a note taker who records both the family's and the school personnel's comments that would not be apparent from reading the IEP form (see page A11).
5. Review proposed ground rules for the meeting and reach consensus prior to continuing the meeting. Suggested rules include:
 - Allow each other to speak without interruption
 - Summarizing (not reading) reports in 15 minutes or less
 - Treating each other with respect (describe what that looks like)
 - Stay focused on the student and what is happening now, not the past, unless relevant to the discussion
 - Ask if anyone would like other rules
 - Determine if pagers or phones should be left on or off
6. Establish time parameters.
7. Review the agenda.
8. Begin the IEP meeting, completing the IEP forms as the meeting progresses.
9. Provide the parent with a copy of the IEP.

After the IEP team meeting:

1. Send progress reports home on the goals and objective as written on the IEP (SELPA form Educational Setting).
2. If progress or behavior is not going well, communicate that to the family along with suggestions that may help. Enlist their help and support.
3. Document all contacts in a contact log.

IEP Amendments:

In making changes to the pupil's individualized education program after the annual IEP meeting for a school year, the parent and the LEA charter school may agree not to convene an IEP meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the pupil's existing IEP. The parent shall be provided with a revised copy of the IEP with the amendments incorporated.

Use the IEP Amendment Form, for making the changes, as described above.

EXTENDED SCHOOL YEAR (ESY)

ESY services are provided when a student with disabilities has unique needs and requires special education and related services that extend beyond the regular academic year. These students have disabilities that are likely to continue indefinitely or for a prolonged period. Interruption of their educational programming may cause regression and when coupled with limited recoupment capacity render it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of the disabling condition.

ESY services are only provided for those areas on the current IEP where the student has met the above conditions. The lack of clear evidence of such factors may not be used to deny ESY if the IEP team determines the need for such a program and includes ESY in the IEP.

The provision of ESY is not limited to particular categories of disability; or unilaterally limited to a type, amount, or duration of services (see page A17 for ESY Checklists).

Definitions:

1. **Regression:** The loss, as a result of a scheduled break in instruction, of one or more mastered skills included in the short-term objectives of the student.
2. **Recoupment:** Following a scheduled break in instruction, recoupment is the process of regaining a previously mastered skill through review and re-teaching.
3. **Recoupment Time:** Length of time required to regain previously mastered skills.

What ESY IS And Is Not

What ESY IS:

- Based only on the individual student's specific critical skills that are critical to his/her overall education progress as determined by the IEP team;
- Designed to maintain student mastery of critical skills and objectives represented on the IEP and achieved during the regular school year;
- Designed to maintain a reasonable readiness to begin the next year;
- Focused on specific critical skills when regression, due to extended time off, may occur;
- Based on multi-criteria and not solely on regression;
- Considered as a strategy for minimizing the regression of skill in order to shorten the time required to gain the same level of skill proficiency that existed at the end of the school year.

What ESY is Not:

- It is not a mandated 12-month service for all students with disabilities;
- It is not required to function as a respite care service;
- It is not required or intended to maximize educational opportunities for any students with disabilities.

- It is not necessary to continue instruction on all the previous year's IEP goals during the ESY period;
- It is not compulsory. Participation in the program is discretionary with the parents, who may choose to refuse the ESY service. There may be personal and family concerns that take precedence over ESY.
- It is not required solely when a child fails to achieve IEP goals and objectives during the school year;
- It should not be considered in order to help students with disabilities advance in relation to their peers;
- It is not for those students who exhibit random regression or regression solely related to the transitional life situation or medical problems which result in degeneration.
- It is not subject to the same LRE (Least Restrictive Environment) environment considerations as during the regular school year as the same LRE options are not available (example, mainstreaming in regular education classroom when district does not offer Summer School, CCR3043(h)). Additionally, LRE for some students may be home with family members;
- It is not a summer recreation program for students with disabilities;
- It is not to provide a child with education beyond that which is prescribed in his/her IEP goals and objectives.

MANIFESTATION DETERMINATION PROCESS

Manifestation Determination (MD) Definition:

A manifestation determination meeting must be conducted by the IEP team when a student with a disability is being considered for a change of placement as a result of:

- Suspensions amounting to more than 10 days
- Removals resulting in 45 day placement by an IEP team (weapons or illegal drugs) or by an impartial hearing officer (dangerous students)

The IEP team (along with other necessary qualified personnel) must investigate whether there is a relationship between the student's action(s) and his/her disability. This manifestation determination meeting must be conducted no later than 10 days after the "behavioral incident" occurred. The SELPA form Manifestation Determination is used to document the results of the team's determination (see page A22).

MD Requirements:

The IEP team must *consider* the following:

- Evaluation/diagnostic results
- Observations
- IEP Placement/Data
- Other information in student's IEP file

AND

The IEP team must *determine* the answers to the following two questions:

1. Were the services, goals, strategies, and placements identified in the IEP appropriate, with all necessary behavioral supports and related services being implemented at the time of the behavioral incident?
2. Was the behavior caused by or did it have a direct and substantial relationship to the student's disability?

There is No relationship between the student's action(s) and his/her disability ("No Manifestation").

1. The IEP team *considered* all of the items listed above; and
2. The IEP team *determined* that the answer to questions 1 and 2 is "yes."

Action:

1. The student is subject to the same discipline as used for non-disabled students.
2. FAPE must continue to be provided (special education services).
3. If parents disagree with the schools determination, an expedited due process hearing must be arranged and the student remains in the interim alternative educational setting (IAES) during hearing unless:
 - a. 45 days in an IAES expire
 - b. The parents and school agree on another setting

There IS a relationship between the student's action(s) and his/her disability ("Manifestation"):

1. The IEP team *considered* all of the items listed above; and
2. The IEP team *determined* that the answer to questions 1 and/or 2 are "no."

Action:

1. The school may **not** suspend the student past 10 days or expel the student.
2. Placement cannot be changed except through the usual IEP process.

Important Additional Considerations:

1. Students who violate conduct codes may claim IDEA protections if, prior to the incident:
 - The parents expressed concerns in writing to the LEA
 - The student's behavior or performance indicated a need for services
 - Teacher(s) requested an evaluation or assistance regarding the behavior pattern
 - Teacher(s) or other personnel expressed concern about behavior to other professionals
2. If an evaluation is requested during the time when the student is undergoing disciplinary action, the student remains in the current placement until the results of an expedited evaluation are available.

NOTE: A Functional Behavior Assessment (FBA) is required any time:

- Suspensions are over 10 cumulative days
- Removals resulting in 45-day placement by an IEP team (weapons or illegal drugs) or by an impartial hearing officer (dangerous students)

Manifestation Determination Best Practices

1. Do not wait until the 10th day of suspension to conduct a MD. Ensure that there are behavior goals written in the IEP for the student.
2. If the days of suspension for an individual with exceptional needs rise, add a behavior plan if there is none, or re-evaluate the current plan. Ensure that there are behavior goals written in the IEP for the student.
3. If the MD found that the student's actions were a result of the disability, add a behavior plan immediately, as behavior is interfering with learning.

Prior Written Notice (PWN)

The SELPA form Prior Written Notice (see page A19) provides all the necessary elements described below and should be used as the Prior Written Notice document. For more information and examples of completed PWNs, please view the Prior Written Notice PowerPoint (ppt) available on the SELPA website.

Definition of Prior Written Notice

Written notice must be given to parents of a child with a disability a reasonable time before the district:

1. Proposes to initiate or change the identification, evaluation or education placement of the child or the provision of FAPE to the child; or
2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

PWN Must Include:

1. A description of the action proposed or refused by the district;
2. An explanation of why the district proposes or refuses to take the action;
3. A description of any other options that the district considered and the reasons why those options were rejected;
4. A description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action;
5. A description of any other factors that are relevant to the district's proposal or refusal;
6. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and
7. Sources for parents to contact to obtain assistance in understanding the provisions of this part.

In Addition: The notice must be:

- Written in language understandable to the general public.
- Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
- If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure:
 - That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
 - That the parent understands the content of the notice; and
 - That there is written evidence that these requirements have been met.
- Given to the parent or a pupil who has attained the age of majority prior to graduation from high school with a regular diploma.

ENGLISH LANGUAGE LEARNERS

In referring culturally and linguistically diverse students for special education services, care must be taken to determine whether learning, language/speech, and/or behavior problems demonstrated by the students indicate a disability or, instead, manifest cultural, experiential and/or socio-linguistic differences.

All English Learners (EL) in special education programs must:

- Receive an English Language Development (ELD) curriculum approved by the LEA Charter.
- All academic IEP goals for English Learners must be linguistically/culturally appropriate.
- ELD standards are aligned with the California language arts content standards and should be used when writing goals for English Learners.

Please refer to the following documents, posted on the Charter SELPA website, for in-depth information regarding special education assessment, IEP development, and re-classification criteria:

Meeting the Needs of English Language Learners with Disabilities, Rev. 2012

California English Language Development Test (CELDT) 2012-13 Information Guide

In General: Child Find/Pre-Referral Activities:

It is especially important for the SST to determine whether accommodations and supports in the general education curriculum or in the manner in which instruction is provided may assist them in overcoming their learning, language/speech, and/or behavioral problems. The student's teacher and SST should gather the following information about the student to help make this determination:

1. Background
2. Culture and language
3. Acculturation level
4. Socio-linguistic development
5. Data showing the student's response to the school and classroom environment when accommodations and supports are provided.

Cultural & Linguistic Interventions:

Interventions to help resolve difficulties that arise from differences in cultural and linguistic background or from difficulties with the schooling process might include:

- a. Cross-cultural counseling;
- b. Peer support groups

Socio-Linguistic Interventions:

Interventions to help resolve difficulties that arise from differences in socio-linguistic development might include:

- a. Instruction in English language development
- b. Bilingual assistance
- c. Native language development
- d. Assistance in developing basic interpersonal communication skills.

In General English Learners Receiving Special Education Services:

IEP Team Membership:

1. At least one of the LEA charter school IEP team members must have a credential or certification to teach English language learners. That person must indicate, next to their signature on the IEP, which credential or certification they possess (e.g., B-CLAD, CLAD, etc.)
2. If the parent has limited English skills, an interpreter must be present at the IEP meeting. The interpreter must sign the IEP; however, the interpreter is **not** a participating member of the team. The interpreter's role is only to interpret.

Present Levels of Performance:

In addition to previously discussed information:

1. Identify the language proficiency assessment instrument(s) used and interpret the results (CELDT)
2. Use the assessment results to indicate the student's instructional program (Biliteracy, Sheltered, Mainstream English Immersion, ELD, etc.) and language of instruction; and
3. Identify who will provide the ELD instruction Guideline: If the student is removed from English instruction for special education services, that teacher/specialist is the ELD teacher.

Goals/Objectives:

The following rubric should be considered for each goal and objective to ensure that it meets the definition of being culturally and linguistically appropriate:

1. States specifically in what language the particular goal and objective will be accomplished;
2. Is appropriate to the student's level of linguistic development and proficiency in that language;
3. Consistent with the known developmental structure of that language; and
4. Provides cultural relevance in the curricular framework.

Refer to the document Meeting the Needs of English Language Learners with Disabilities, Rev. 2012 for in-depth instruction in writing linguistically appropriate goals.

Instructional Program Options:

The following is a list of the instructional programs that are offered for students who are EL:

Biliteracy

1. For Spanish speaking students at the beginning, early intermediate to intermediate level.
2. Students are grouped for instruction in full classroom configuration. The focus is in developing proficiency in both English and Spanish. The instructional emphasis is on ELD and initial access to core curriculum. There is an increase of English as the language of instruction over time.
3. Classes must be taught by a teacher with a B-CLAD credential or equivalent certification.

Structured English Immersion with Spanish Instructional Support

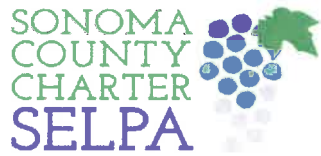
1. For Spanish speaking students at the beginning, early intermediate to intermediate level.
2. Students are grouped for instruction in full classroom configuration. The focus is on developing proficiency in English through ELD and specially designed academic instruction in English (SDAIE), using Spanish as an instructional support.
3. Classes must be taught by a teacher with a B-CLAD credential or equivalent certification.

Structured English Immersion - Sheltered

1. For students at the beginning, early intermediate to intermediate level.
2. Classes may be comprised of speakers of many languages. Students are grouped for instruction in full classroom configuration. Students may also be grouped in clusters (about 1/3 English Learners) by English language proficiency. The focus is on developing proficiency in English through ELD and SDAIE strategies.
3. Classes must be taught by a teacher with a CLAD credential or equivalent certification.

Mainstream English Cluster

1. For students in the early advanced to advanced proficiency level.
2. Classes are designed for students who have a good working knowledge of English. The students are clustered, approximately 1/3 English Learners within a grade level classroom. Instructional emphasis is on high level ELD and grade level core curriculum using SDAIE strategies.
3. Classes must be taught by a teacher with a CLAD credential or equivalent certification.



Sonoma County Charter SELPA

Policies and Administrative Regulations

Published July 2012

Revised March 2014

Sonoma County Charter SELPA Policies

1.	Comprehensive Plan for Special Education	CEOP	AR
2.	Identification and Evaluation of Individuals for Special Education	CEOP	AR
3.	Individualized Education Program	CEOP	AR
4.	Procedural Safeguards and Complaints for Special Education	CEOP	AR
5.	Confidentiality of Student Records	CEOP	AR
6.	Part C – Transition	CEOP	
7.	Students with Disabilities Enrolled by their Parents in Private Schools	CEOP	
8.	Compliance Assurances	CEOP	
9.	Governance	CEOP	AR
10.	Personnel Qualifications	CEOP	AR
11.	Performance Goals and Indicators	CEOP	
12.	Participation in Assessments	CEOP	AR
13.	Supplementation of State and Federal Funds	CEOP	
14.	Maintenance of Effort	CEOP	AR
15.	Public Participation	CEOP	
16.	Suspension/Expulsion	CEOP	AR
17.	Access to Instructional Materials	CEOP	
18.	Overidentification and Disproportionality	CEOP	
19.	Prohibition of Mandatory Medicine	CEOP	
20.	Data	CEOP	
21.	Literacy	CEOP	
22.	Admission of LEAs to the Charter SELPA	CEOP	AR
23.	Behavioral Interventions for Special Education Students	CEOP	AR
24.	Nonpublic, Nonsectarian School and Agency Services for Spec. Ed.	CEOP	AR
25.	Conflict of Interest	CEOP	

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The Charter LEA Governing Board desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the Charter LEA, including children who have been suspended or expelled or placed by the Charter LEA in a nonpublic school or agency services. The Governing Board for each LEA Charter and the County Board of Education approves the Agreement for Participation, Representations and Warranties and the Local Plan.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the Charter LEA participates as a member of the Special Education Local Plan Area (SELPA).

The Charter Chief Executive Officer or designee of the Charter LEA shall extend the Charter LEA's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations to all participating Charter LEAs. Per the Local Plan, the Charter CEO Executive Committee approves policies and makes recommendations to the CEO Council. The CEO Council currently acts as the Council and Executive Committee.

The special education local plan area shall administer a local plan and administer the allocation of funds. (Education Code 56195)

Legal Reference:

EDUCATION CODE

- 56000-56001 Education for individuals with exceptional needs
- 56020-56035 Definitions
- 56040-56046 General provisions
- 56048-56050 Surrogate parents
- 56055 Foster parents
- 56060-56063 Substitute teachers
- 56170-56177 Children enrolled in private schools
- 56190-56194 Community advisory committees
- 56195-56195.10 Local plans
- 56205-56208 Local plan requirements
- 56213 Special education local plan areas with small or sparse populations
- 56240-56245 Staff development

56300-56385 Identification and referral, assessment, instructional planning, implementation, and review

56440-56449 Programs for individuals between the ages of three and five years

56500-56508 Procedural safeguards, including due process rights

56520-56524 Behavioral interventions

56600-56606 Evaluation, audits and information

56836-56836.05 Administration of local plan

GOVERNMENT CODE

95000-95029 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5

3000-3089 Regulations governing special education

UNITED STATES CODE, TITLE 20

1400-1485 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

300.500-300.514 Due process procedures for parents and children

303.1-303.654 Early intervention program for infants and toddlers with disabilities

Management Resources:

WEB SITES

CDE, Special Education Division: <http://www.cde.ca.gov/spbranch/sed>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/offices/OSERS/OSEP>

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

Definitions

Free and appropriate education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education including the requirements of 34 CFR 300.1-300.818; include appropriate services for school-aged children K-12; and are provided in conformity with the student's individualized education program (IEP) that meets the requirement of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104)

The right to FAPE extends to students who are suspended or expelled or placed by the Charter LEA in nonpublic school or agency services. (34 CFR 300.101, 300.104)

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students. (34 CFR 300.504, 300.505; Education Code 56368) "New citing is 300.109 The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities, aged birth through 21, and a detailed timetable for accomplishing that goal."

Least restrictive environment means that to an appropriate extent, students with disabilities, including children in public or private institutions, shall be educated with children who are not disabled, including in nonacademic and extracurricular services and activities. (34 CFR 300.107, 300.114, 300.117).

Special education means specially designed instruction, at no cost to the parent/guardians, to meet the unique needs of individuals with disabilities, whose educational needs cannot be met with modification of the regular instruction program. It also includes related services, provided at no cost to the parent/guardian that may be needed to assist these individuals to benefit from specially designed instruction. Special education provides a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education, to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment. (Education Code 56031)

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards within the district that apply to all students. (34 CFR 300.39)

Note: Pursuant to Government Code 7579.5, when a student is a ward of the court, the Charter

LEA would appoint a surrogate parent only when the court has limited the right of the parent/guardian to make educational decisions for his/her child and the student has no responsible adult, such as a foster parent, to represent him or her. Since Welfare and Institutions Code 361 and 726 require the juvenile court to appoint a responsible adult when the court limits parental rights, it will rarely be necessary for the Charter LEA to appoint a surrogate because that appointment would be superseded by the court's appointment of a responsible adult or foster parent.

Surrogate parent means an individual assigned to act as a surrogate for the parents/guardians. The surrogate may represent an individual with exceptional needs in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with disability. (34 CFR 300.519; Education Code 56050)

Elements of the Local Plan

Note: Education Code 56205 details the elements that must be included in the local plan, including a requirement that the plan contain assurances of general compliance with Section 504 of the Rehabilitation Act of 1973 (29 USC 794), the Individuals with Disabilities Education Act (20 USC 1400-1485), and the Americans with Disabilities Act (42 USC 12101-12213).

The special education local plan shall include, but not be limited to the following:

1. Assurances that policies, procedures and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-22) and in conformity with 20 USC 1412(a) and 20 USC 1413(a)(1). (Education Code 56205)
2. An annual budget plan and annual service plan adopted at a public hearing held by the special education local plan area. (Education Code 56205)
3. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met. (Education Code 56205)
4. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment. (Education Code 56206)
5. A description of a dispute resolution process. (Education Code 56205)
6. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205 (Education Code 56205)
7. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303. (Education Code 56205)
8. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met. (Education Code 56205)

9. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment. (Education Code 56206)

The local plan, annual budget plan and annual service plan shall be written in language that is understandable to the general public. (Education Code 56205)

Each special education local plan area shall develop written agreements to be entered into by Charter LEAs participating in the plan. (Education Code 56195.7)

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code 56195.1 and 56195.7. (Education Code 56195.8)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

Note: Identification, evaluation, assessment, and instructional planning procedures for children younger than age three must conform with Education Code 56425-56432 and the California Early Intervention Services Act (Government Code 95000-95029). The California Department of Education and local education agencies are responsible for providing early intervention services to infants and toddlers who have visual, hearing, or severe orthopedic impairment; the Department of Developmental Services and its regional centers must provide services to all other eligible children in this age group. The law also requires regional centers and local education agencies to coordinate family service plans for infants and toddlers and their families. Education Code 56441.11 sets forth eligibility criteria for preschool children ages three to five.

The Charter LEA Governing Board recognizes the need to actively seek out and evaluate school age Charter LEA residents who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

Charter schools are currently authorized to serve school-aged students (grades k-12). If at any time the authorization changes, the Charter schools would follow all state and federal laws regarding children from age 0-2 and Child Find. Charter schools will assist families and make appropriate referrals for any students they find who would be outside the age or area of responsibility of the Charter schools.

The Charter Chief Executive Officer or designee shall implement the designated SELPA process to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301) The Charter LEAs' process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

Note: The Individuals with Disabilities Education Act (IDEA), 20 USC 1412(a)(3), requires that the Charter LEA's "child find" identification system include identification of students with disabilities resident in the Charter LEA as well as highly mobile children with disabilities, such as migrant and homeless children.

Note: Services for a private school student, in accordance with an individualized education program (IEP), must be provided by the Charter LEA at no cost to the parent/guardian, unless the Charter LEA makes a free appropriate public education available to the student and the parent/guardian chooses to enroll the student in that private school. If the public school is providing services to the student, these services may be provided on the premises of the private school, including a parochial school, to the extent consistent with other provisions of law. 34 CFR 300.451 requires the Charter LEA to consult with appropriate representatives for private school students on how to carry out the "child find" requirement.

The Charter Chief Executive Officer or designee shall implement the designated SELPA's method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Education Code 56302)

For assessment purposes, staff shall use appropriate tests to identify specific information about the individual's abilities in accordance with Education Code 56320.

The Charter Chief Executive Officer or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the SELPA's procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

Legal Reference:

EDUCATION CODE

44265.5 Professional preparation for teachers of impaired students
56000-56885 Special education programs, especially:
56026 Individuals with disabilities
56170-56177 Children in private schools
56195.8 Adoption of policies
56300-56304 Identification of individuals with disabilities
56320-56331 Assessment
56340-56347 Instructional planning and individualized education program
56381 Reassessment of students
56425-56432 Early education for individuals with disabilities
56441.11 Eligibility criteria, children 3 to 5 years old
56445 Transition to grade school; reassessment
56500-56509 Procedural safeguards

GOVERNMENT CODE

95000-95029.5 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5

3021-3029 Identification, referral and assessment
3030-3031 Eligibility criteria

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974
1412 State eligibility
1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement
104.36 Procedural safeguards

300.1-300.756 Assistance to states for the education of students with disabilities

COURT DECISIONS

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300a1 Attachment 1: Analysis of Comments and Changes

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osep>

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

Note: Education Code 56329, as amended by AB 1662 (Ch. 653, Statutes of 2005), provides that, when making a determination of eligibility for special education and related services, the Charter LEAs shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368 of the No Child Left Behind Act, lack of instruction in math, or limited English proficiency.

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR 3021)

Within 15 days of a referral for initial assessment, unless the parent/guardian agrees in writing to an extension, the student's parent/guardian shall receive a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session or term or days of school vacation in excess of five school days from the date of receipt of the referral.

However, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each pupil for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services pursuant to paragraph (2) of subsection (b) of Section 300.343 of Title 34 of the Code of Federal Regulations. (Education Code 56344)

The proposed assessment plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of assessment to be conducted
4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent

Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as

informed parental consent is received by the respective Charter LEAs. The Charter LEAs shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505)

Note: Education Code 56321, as amended by AB 1662 (Ch. 653, Statutes of 2005), and 20 USC 1414(a)(1) provide that, if a parent/guardian refuses to consent to the initial evaluation, the Charter LEAs may pursue an evaluation by utilizing the mediation and due process procedures pursuant to 20 USC 1415; see BP/AR 6159.1 - Procedural Safeguards and Complaints for Special Education. In the event that an evaluation is not authorized, 20 USC 1414(a)(1) specifies that the Charter LEAs shall not provide special education services and shall not be considered in violation of the requirement to provide a free appropriate public education for failure to provide such services. In addition, the Charter LEAs is not required to convene an IEP team meeting or to develop an IEP for that child.

Informed parental consent means that the parent/guardian: (34 CFR 300.500)

1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication
2. Understands and agrees, in writing, to the assessment
3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time

If the student is a ward of the state and is not residing with his/her parents/guardians, the Charter LEAs shall make reasonable efforts to obtain informed consent from the parent/guardian as defined in 20 USC 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC 1414(a)(1))

The Charter LEAs shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if any of the following situations exists: (Education Code 56301; 20 USC 1414(a)(1))

1. Despite reasonable efforts to do so, the Charter LEAs cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with California law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

As part of the assessment plan, the parent/guardian shall receive written notice that: (Education Code 56329; 34 CFR 300.502)

1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall

determine whether or not the student is a student with disabilities as defined in Education Code 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/guardian.

2. If the parent/guardian disagrees with an assessment obtained by the Charter LEAs, the parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR 300.502.

If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

3. The Charter LEAs may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian maintains the right for an independent educational assessment but not at public expense.

If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEAs with respect to the provision of a free appropriate public education to the student, and may be presented as evidence at a due process hearing regarding the student. If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the Charter LEAs, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing.

4. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the Charter LEAs shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian, the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of

another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student.

An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days, from the date of the receipt of the parent/guardian's consent for assessment, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56043)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. (Education Code 56445)

INDIVIDUALIZED EDUCATION PROGRAM

The Charter LEA Governing Board desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

The Charter Chief Executive Officer or designee shall implement the SELPA-approved procedural guide that outlines the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.

Note: Education Code 56055 provides that a foster parent, to the extent permitted by federal law, shall have the same rights relative to his/her foster child's education as a parent/guardian. Education Code 56055 clarifies that this right applies only when the juvenile court has limited the right of a parent/guardian to make educational decisions on behalf of his/her child and the child has been placed in a planned permanent living arrangement. Education Code 56055 defines "foster parent" as a licensed person, relative caretaker, or non-relative extended family member.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)

Legal Reference:

EDUCATION CODE

- 51225.3 Requirements for high school graduation and diploma
- 56055 Rights of foster parents pertaining to foster child's education
- 56136 Guidelines for low incidence disabilities areas
- 56195.8 Adoption of policies
- 56321 Development or revision of IEP
- 56321.5 Notice to include right to electronically record
- 56340.1-56347 Instructional planning and individualized education program
- 56350-56352 IEP for visually impaired students
- 56380 IEP reviews; notice of right to request
- 56390-56392 Certificate of completion, special education
- 56500-56509 Procedural safeguards
- 60640-60649 Standardized Testing and Reporting Program
- 60850 High school exit examination, students with disabilities
- 60852.3 High school exit examination, exemption for the class of 2006

FAMILY CODE

- 6500-6502 Age of majority

GOVERNMENT CODE

7572.5 Seriously emotionally disturbed child, expanded IEP team

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

601 Minors habitually disobedient

602 Minors violating law defined as crime

CODE OF REGULATIONS, TITLE 5

853-853.5 Standardized Testing and Reporting Program, accommodations

1215.5-1218 High School Exit Examination, accommodations for students with disabilities

3021-3029 Identification, referral and assessment

3040-3043 Instructional planning and the individualized education program

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.756 Individuals with Disabilities Education Act

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 157 (2002)

COURT DECISIONS

Schaffer v. Weast (2005) 125 S. Ct. 528

Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072

Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osers/osep>

INDIVIDUALIZED EDUCATION PROGRAM

Members of the Individualized Education Program (IEP) Team

The Charter LEA shall ensure that the individualized education program team for any student with a disability includes the following members: (20 USC 1414(d)(1); 34 CFR 300.321; Education Code 56341, 56341.2, 56341.5)

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian
2. If the student is or may be participating in the regular education program, at least one regular education teacher

If more than one regular education teacher is providing instructional services to the student, the Charter LEA may designate one such teacher to represent the others.

3. At least one special education teacher or, where appropriate, at least one special education provider for the student

Note: The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46670, recommend that the person selected as the Charter LEA representative, pursuant to item #4 below, have the authority to commit Charter LEA resources and be able to ensure that whatever services are set out in the IEP will be provided.

4. A representative of the Charter LEA who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
 - b. Knowledgeable about the general education curriculum
 - c. Knowledgeable about the availability of Charter LEA and/or special education local plan area (SELPA) resources
5. An individual who can interpret the instructional implications of assessment results

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

Note: Pursuant to Education Code 56341 and 34 CFR 300.321, the determination as to whether an individual identified in item #6 below has "knowledge or special expertise" must be made by the party (either the Charter LEA or parent) who invited the individual to the IEP team meeting.

Note: The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46670, explain that a person who does not have knowledge and special expertise regarding the student, and who is not requested to be present at the IEP team meeting by the parent/guardian or Charter LEA, would not be permitted to be a member of the team or attend the meeting as observer. This comment is consistent with an Attorney General opinion (85 Ops.Cal.Atty.Gen. 157 (2002)), which stated that members of the media may not attend an IEP team meeting as observers even though the parents/guardians have consented to such attendance. The Attorney General based this decision on the fact that the media would be "observers," not a "person with knowledge or expertise," as detailed below.

6. At the discretion of the parent/guardian or Charter LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Education Code 56341)

7. Whenever appropriate, the student with a disability

8. For transition service participants:

- a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals pursuant to 34 CFR 300.320(b)
If the student does not attend the IEP team meeting, the Charter LEA shall take other steps to ensure that the student's preferences and interests are considered.
- b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services.
- c. If a representative of such other local agency has been invited but does not attend the meeting, the Charter LEA shall take other steps to obtain participation of the agency in the planning of any transition services. (Education Code 56341)

9. For students suspected of having a specific learning disability in accordance with 34 CFR 300.308 (formerly 300.540) and 34 CFR 300.310 (formerly 300.542), at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher (Education Code 56341)

In accordance with 34 CFR 300.310 (formerly 300.542), at least one team member other than the student's regular education teacher shall observe the student's academic

performance in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. (Education Code 56341)

10. For students who have been placed in a group home by the juvenile court, a representative of the group home

If a student with a disability is identified as potentially requiring mental health services, the Charter LEA shall request the participation of the county mental health program in the IEP team meeting. (Education Code 56331)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the Charter LEA agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC 1414(d)(1)(C); 34 CFR 300.321; Education Code 56341)

Parent/Guardian Participation and Other Rights

The Charter CEO or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR 300.322; Education Code 56341.5)

The Charter CEO or designee shall send parents/guardians notices of IEP team meetings that: (34 CFR 300.322; Education Code 56341.5)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting

Note: As amended by AB 1662 (Ch. 653, Statutes of 2005), Education Code 56341.5 conforms state law with federal law by requiring that the IEP team meeting notice contain a statement of transition services beginning at age 16 rather than age 14.

3. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):
 - a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to 20 USC

1414(d)(1)(A)(i)(VIII), 34 CFR 300.320(b), and Education Code 56345.1

- b. Indicate that the Charter LEA will invite the student to the IEP team meeting
- c. Identify any other agency that will be invited to send a representative

At each IEP team meeting convened by the Charter LEA, the Charter LEA administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request and before any IEP meeting. Upon receipt of an oral or written request, the Charter LEA shall provide complete copies of the records within five business days. (Education Code 56043)

If neither parent/guardian can attend the meeting, the Charter CEO or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Charter LEA is unable to convince the parent/guardian that he/she should attend. In such a case, the Charter LEA shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including: (34 CFR 300.322; Education Code 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

Note: Education Code 56341.1 grants the parent/guardian, Charter LEA, SELPA, or county office the right to electronically record the proceedings of IEP team meetings. Audiotape recordings made by a Charter LEA, SELPA, or county office are subject to the federal Family Educational Rights and Privacy Act (20 USC 1232g).

Parents/guardians and the Charter LEA shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Charter LEA gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audiotapes
2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

The Charter LEA shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1) The Charter LEA shall give the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322)

Contents of the IEP

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following: (20 USC 1414(d)(1)(A); 34 CFR 300.320; Education Code 56043, 56345, 56345.1)

1. A statement of the present levels of the student's academic achievement and functional performance, including:
 - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
 - b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities

Note: AB 1662 (Ch. 653, Statutes of 2005) amended Education Code 56345 to require a statement of a student's academic and functional goals, as specified below. Education Code 56345 expresses the legislative recognition that, although some students may not meet or exceed the growth projected in the annual goals and objectives, Charter LEAs must make a good faith effort to assist the students in achieving the goals in their IEP.

2. A statement of measurable annual goals, including academic and functional goals, designed to do the following:
 - a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum
 - b. Meet each of the student's other educational needs that result from the his/her disability

Note: 34 CFR 300.320, as amended by 71 Fed. Reg. 156, and Education Code 56345 require the following statement in the IEP.

- c. For students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
3. A description of the manner in which the progress of the student toward meeting the annual goals described in item #2 above will be measured and when the Charter LEA will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards
4. A statement of the specific special educational instruction and related services and supplementary aids and services, based on peer-reviewed research, to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
 - a. Advance appropriately toward attaining the annual goals
 - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
 - c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in Education Code 56345(a)
5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in item #4 above

Note: Pursuant to 20 USC 1412(a), students with disabilities must be included in state and Charter LEA assessments, with appropriate accommodations, such as the Standardized Testing and Reporting Program (Education Code 60640-60649) and the high school exit examination (Education Code 60850-60859). See AR 6162.51 - Standardized Testing and Reporting Program and AR 6162.52 - High School Exit Examination for details regarding permitted accommodations.

Note: 34 CFR 300.320, as amended by 71 Fed. Reg. 156, and Education Code 56345 require a description of the individual accommodations that will be used by the student and, if the student will not participate in the regular assessment, a statement as to the reason that determination was made and what alternate assessment will be provided.

6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and Charter LEA-wide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or Charter LEA-wide assessment, a statement of all of the following:

- a. The reason that the student cannot participate in the regular assessment
 - b. The reason that the particular alternate assessment selected is appropriate for the student
7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications

Note: As amended by AB 1662 (Ch. 653, Statutes of 2005), Education Code 56345 now conforms state law with federal law to require that the IEP contain a statement of transition services beginning at age 16 rather than age 14.

8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
 - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
 - b. The transition services, including courses of study, needed to assist the student in reaching those goals
9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to Education Code 56041.5 that will transfer to the student upon reaching age 18

Where appropriate, the IEP shall also include: (Education Code 56345)

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the Charter LEA's prescribed course of study and to meet or exceed proficiency standards required for graduation
2. Linguistically appropriate goals, objectives, programs, and services for students whose

native language is not English

Note: AB 1662 (Ch. 653, Statutes of 2005) amended Education Code 56345 to require the following determination by the IEP team regarding extended school year services.

3. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)
4. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week
 - b. Support the transition of the student from the special education program into the regular education program
5. Specialized services, materials, and equipment for students with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136

Development, Review, and Revision of the IEP

In developing the IEP, the IEP team shall consider all of the following: (20 USC 1414(d)(3)(A); 34 CFR 300.324; Education Code 56341.1, 56345)

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial assessment or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP

7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.

8. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, including the following: (Education Code 56345)

- a. The student's primary language mode and language, which may include the use of spoken language, with or without visual cues, and/or the use of sign language
 - b. The availability of a sufficient number of age, cognitive, and language peers of similar abilities which may be met by consolidating services into a local plan area-wide program or providing placement pursuant to Education Code 56361
 - c. Appropriate, direct, and ongoing language access to special education teachers and other specialists who are proficient in the student's primary language mode and language consistent with existing law regarding teacher training requirements
 - d. Services necessary to ensure communication-accessible academic instructions, school services, and extracurricular activities consistent with the federal Vocational Rehabilitation Act and the federal Americans with Disabilities Act
9. Whether the student requires assistive technology devices and services.

If, in considering the special factors in items #1-9 above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the IEP team must include a statement to that effect in the student's IEP. (Education Code 56341.1)

The Charter CEO or designee shall ensure that the IEP team: (20 USC 1414(d)(4); 34 CFR 300.324; Education Code 56043, 56341.1, 56380)

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement
2. Revises the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 305(a)(2) and Education Code 56381(b)
 - d. The student's anticipated needs
 - e. Other matters

Note: As amended by 71 Fed. Reg. 156, 34 CFR 300.324 requires that, when conducting a review of the IEP, the IEP team consider the special factors for students with additional behavior or communication needs as listed in items #5-9 above.

3. Considers the special factors listed in items #5-9 above when reviewing the IEP. The IEP team shall also meet: (Education Code 56343)
 - a. Whenever the student has received an initial formal assessment and, when desired, when the student receives any subsequent formal assessment
 - b. Upon request by the student's parent/guardian or teacher to develop, review, or revise the IEP

If a participating agency other than the Charter LEA fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (20 USC 1414(d); 34 CFR 300.324; Education Code 56345.1)

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of: (20 USC 1414(d)(3)(C); 34 CFR 300.324; Education Code 56341)

1. Appropriate positive behavioral interventions and supports and other strategies for the student.
2. Supplementary aids and services, program modifications, and supports for school

personnel that will be provided for the student, consistent with 34 CFR 300.320

To the extent possible, the Charter LEA shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

The student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

Note: As amended by 71 Fed. Reg. 156, 34 CFR 300.324 requires that the IEP team be informed when the IEP is amended under the circumstances described below.

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Charter LEA may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Charter LEA shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

Note: Education Code 56157 specifies that when the Charter LEA has placed a foster student in a nonpublic, nonsectarian school, the Charter LEA must conduct an annual evaluation, as specified below. In addition, Education Code 56157 requires the nonpublic, nonsectarian school to report to the Charter LEA regarding the educational progress made by the student.

If a student with disabilities residing in a licensed children's institution or foster family home has been placed by the Charter LEA in a nonpublic, nonsectarian school, the Charter LEA shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

Note: As amended by AB 1662 (Ch. 653, Statutes of 2005), Education Code 56043 specifies that if an IEP calls for a residential placement, the IEP must be reviewed every six months.

When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of all of the following: (Education Code 56043)

1. The case progress
2. The continuing need for out-of-home placement
3. The extent of compliance with the IEP
4. Progress toward alleviating the need for out-of-home care

Timelines for the IEP and for the Provision of Services

At the beginning of each school year, the Charter LEA shall have an IEP in effect for each student with a disability within Charter LEA jurisdiction. (34 CFR 300.323; Education Code 56344)

The Charter LEA shall ensure that a meeting to develop an initial IEP is conducted within 30 days of a determination that a student needs special education and related services. The Charter LEA shall also ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (34 CFR 300.323; Education Code 56344)

An IEP required as a result of an assessment of the student shall be developed within 60 days (not counting days between the student's regular school sessions, terms or days of school vacation in excess of five school days) from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56344)

However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year for a student for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of school vacations, the 60-day time limit shall recommence on the date that student's school days reconvene. (Education Code 56344)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the Charter LEA shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

Note: Education Code 56195.8 mandates that the Charter LEA's policy sets forth procedures and timelines for the review of a classroom assignment of an individual with exceptional needs when so requested by that student's regular or special education teacher. Education Code 56195.8 does not state a specific deadline for the review. The Charter LEA shall develop procedures and timelines for such reviews, including procedures which will designate which personnel are responsible for the reviews.

The Charter LEA shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Charter LEA shall also ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

Before providing special education and related services, the Charter LEA shall seek to obtain informed consent pursuant to 20 USC 1414(a)(1). If the parent/guardian refuses to consent to the initiation of services, the Charter LEA shall not provide the services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f). If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the parent/guardian refuses all services in the IEP after having consented to those services in the past, the Charter LEA shall file a request for a due process hearing. If the Charter LEA determines that a part of the proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Charter LEA agree otherwise. (Education Code 56346)

Transfer Students

To facilitate a transfer student's transition, this Charter LEA shall take reasonable steps to promptly obtain the records of a student with disabilities transferring into this Charter LEA, including his/her IEP and the supporting documents related to the provision of special education services. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this Charter LEA during the school year from a Charter LEA within this same SELPA, this Charter LEA shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the student's parent/guardian and Charter LEA agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this Charter LEA during the school year from a California LEA outside of this Charter LEA's SELPA, this Charter LEA shall provide the student with FAPE, including services comparable to those described in the previous LEA's IEP. Within 30 days, this Charter LEA shall, in consultation with the parents/guardians, adopt the other LEA's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this Charter LEA during the school year from an out-of-state LEA, this Charter LEA shall provide the student with FAPE, including services comparable to the out-of-state LEA's IEP, in consultation with the parent/guardian, until such time as this Charter LEA conducts an assessment, if this Charter LEA determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (34 CFR 300.323; Education Code 56325)

PROCEDURAL SAFEGUARDS

In order to protect the rights of students with disabilities, the Charter LEA shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

Note: Education Code 56195.8 authorizes the policy to include provisions for involving Charter LEA Board members in any due process hearing procedure activities.

The Charter CEO or designee shall represent the district in any due process hearing conducted with regard to Charter LEA students and shall inform their governing board about the result of the hearing.

Complaints for Special Education

Note: A complaint, which can be made by anyone, is an allegation of a violation of state or federal law. These complaints are different than the due process complaint, as detailed in the accompanying administrative regulation, which is a legal document that must be filed to initiate a due process hearing.

Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the Charter LEA's uniform complaint procedures.

Legal Reference:

EDUCATION CODE

56000 Education for individuals with exceptional needs

56001 Provision of the special education programs

56020-56035 Definitions

56195.7 Written agreements

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

CODE OF REGULATIONS, TITLE 5

3000-3100 Regulations governing special education

4600-4671 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

UNITED STATES CODE, TITLE 42

11434 Homeless assistance

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.500-300.520 Procedural safeguards and due process for parents and students

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

Note: In California, due process hearings required by the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482) are held only at the state level. Related rights and procedures are set forth in Education Code 56501-56506 and 5 CCR 3080-3089. Note that in cases where state law provides greater protections, state law supersedes federal law.

Note: Pursuant to Education Code 56501, due process hearing rights extend to the student only if he/she is an emancipated student or a ward or dependent of the court with no available parent or surrogate parent. See AR 6159.3 - Appointment of Surrogate Parent for Special Education Students.

Informal Process/Pre-Hearing Mediation Conference

Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any issue(s) relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the issue(s). (Education Code 56502)

In addition, either party may file a request with the Superintendent of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education. Based on the mediation conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in a manner that is consistent with state and federal law and is to the satisfaction of both parties. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)

If either of these processes fails to resolve the issue(s), either party may file for a state-level due process hearing.

Due Process Complaint Notice and Hearing Procedures

A parent/guardian, the Charter LEA, and/or a student who is emancipated or a ward or dependent of the court may initiate due process hearing procedures whenever: (20 USC 1415(b); Education Code 56501)

1. There is a proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student
2. There is a refusal to initiate or change the identification, assessment or

educational placement of the student or the provision of a free, appropriate public education to the student

3. The parent/guardian refuses to consent to an assessment of his/her child
4. There is a disagreement between a parent/guardian and the Charter LEA regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.403(b)

Note: Pursuant to 20 USC 1415(b), as amended by P.L. 108-446, effective July 1, 2005, and 34 CFR 300.507, the Charter LEA is mandated to adopt procedures (1) requiring either party (the Charter LEA or the parent/guardian) or their attorney to provide notice of the request for a due process hearing to the other party and (2) containing the requirement that the party may not have a due process hearing until the notice specified in items #1-5 below has been filed. The CDE is required to develop a model form to assist parents in filing a complaint and due process complaint notice.

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint notice, which shall remain confidential, specifying: (20 USC 1415(b); 34 CFR 300.507

1. The student's name
2. The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student
3. The name of the school the student attends
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

Note: The IDEA 2004 Reauthorization made significant changes to the (1) timelines for filing a due process complaint, (2) procedures for amending the complaints, and (3) rules regarding the sufficiency of the complaint notice; see 20 USC 1415(b) and (f). 20 USC 1415(f)(3)(C), as amended, specifies that a due process complaint must be filed within two years of the date that the parent/guardian or Charter LEA knew or should have known about the situation that forms the basis of the complaint. However, federal regulations 34 CFR 300.662, set a different timeline and require a one year statute of limitations for filing a complaint. As amended by AB 1662 (Ch. 653, Statutes of 2005), Education Code 56500.2 reflects the federal regulations and states that a complaint must be filed within one year of the alleged violation. It is likely that federal regulations will be amended to clarify the inconsistency. In the meantime, Charter LEAs should consult with legal counsel as to the appropriate timeline.

Note: 20 USC 1415(c)(1) requires the Charter LEA to provide the following notice upon receipt of the due process complaint.

If the Charter LEA has not sent a prior written notice to the parent/guardian regarding the subject

matter contained in the parent/guardian's due process complaint notice, the Charter LEA shall send a response to the parent/guardian within 10 days of receipt of the complaint specifying: (20 USC 1415(c)(1))

1. An explanation of why the Charter LEA proposed or refused to take the action raised in the complaint
2. A description of other options that the individualized education program (IEP) team considered and the reasons that those options were rejected
3. A description of each evaluation procedure, assessment, record, or report the Charter LEA used as the basis for the proposed or refused action
4. A description of the factors that are relevant to the Charter LEA's proposal or refusal

If the Charter LEA has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter LEA shall, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC 1415(c)(1))

Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (Education Code 56502)

Prior Written Notice

The Charter Chief Executive Officer or designee shall send to parents/guardians of any student with a disability a prior written notice within a reasonable time before: (Education Code 56500.4, 56500.5; 20 USC 1415(c); 34 CFR 300.503)

1. The Charter LEA initially refers the student for assessment
2. The Charter LEA proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education
3. The Charter LEA refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education
4. The student graduates from high school with a regular diploma

This notice shall include: (20 USC 1415(c); 34 CFR 300.503)

1. A description of the action proposed or refused by the Charter LEA
2. An explanation as to why the Charter LEA proposes or refuses to take the action
3. A description of any other options that the IEP team considered and why those options were rejected
4. A description of each evaluation procedure, test, record or report the Charter LEA

- used as a basis for the proposed or refused action
5. A description of any other factors relevant to the Charter LEA's proposal or refusal
 6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained
 7. Sources for parents/guardians to obtain assistance in understanding these provisions

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by Education Code 56341. (Education Code 56341, 56506; 34 CFR 300.503)

If the native language or other mode of communication of the parent/guardian is not a written language, the Charter LEA shall take steps to ensure that: (34 CFR 300.503)

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication
2. The parent/guardian understands the contents of the notice
3. There is written evidence that items #1 and #2 have been satisfied

Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/guardians of students with a disability once a year and upon: (Education Code 56301; 20 USC 1415(d)(1))

1. Initial referral for evaluation
2. Each notification of an IEP meeting
3. Reevaluation of the student
4. Registration of a complaint
5. Filing for a pre-hearing mediation conference or a due process hearing

This notice shall include information on the procedures for requesting an informal meeting, pre-hearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the Charter LEA to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (20 USC 1415(d)(2); Education Code 56321, 56321.5)

In addition, this notice shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense; mediation; due process hearings; state-level appeals; civil action; attorney's fees, and the state's complaint procedure. (20 USC 1415(d)(2); 34 CFR 300.504)

CONFIDENTIALITY OF STUDENT RECORDS

The Charter LEA Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law.

The Charter CEO or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records and shall protect the student and the student's family from invasion of privacy.

The Charter CEO or designee shall designate a certificated employee to serve as custodian of records, with responsibility for student records at the Charter LEA level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431) Legal Reference:

EDUCATION CODE

48201 Student records for transfer students who have been suspended/expelled

48904-48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury; transfer of pupils to new school Charter LEAs; notice to rescind decision to withhold

48918 Rules governing expulsion procedures

49060-49079 Pupil records

49091.14 Parental review of curriculum

CODE OF CIVIL PROCEDURE

1985.3 Subpoena duces tecum

FAMILY CODE

3025 Access to records by non-custodial parents

GOVERNMENT CODE

6252-6260 Inspection of public records

HEALTH AND SAFETY CODE

120440 Immunizations; disclosure of information

WELFARE AND INSTITUTIONS CODE

681 Truancy petitions

16010 Health and education records of a minor

CODE OF REGULATIONS, TITLE 5

430-438 Individual pupil records

16020-16027 Destruction of records

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

300.500 Definition of "personally identifiable"

300.501 Opportunity to examine records for parents of student with disability

300.573 Destruction of information

COURT DECISIONS

Falvo v. Owasso Independent School District, 220 F.3d. 1200 (10th Cir. 2000)

Management Resources:

WEB SITES

U.S. Department of Education, Family Policy Compliance Office: <http://www.ed.gov/offices/OM/fpco/>

CONFIDENTIALITY OF STUDENT RECORDS

Charter LEAs shall establish, maintain and destroy pupil records according to regulations adopted by the State Board of Education. The following guidelines apply to confidential special education records.

Access:

Special education records are subject to the same privacy and access right as other Mandatory Interim pupil records. In addition, parents have the right to examine all school records of their child that relate to the identification, assessment, and educational placement of the child. Even though records may be stamped "confidential" or contain sensitive information, the parent or eligible student has full rights of access. Parents have the right to receive copies within five business days of making the request, either orally or in writing. A public educational agency may charge no more than the actual cost of reproducing the records, but if this cost prevents the parent from exercising their right to receive the copies, the copies shall be reproduced at no cost to the parents.

The LEA will not permit access to any child's records without written parental permission except as follows:

- a. Charter LEA officials and employees who have a legitimate educational interest including a school system where the child intends to enroll
- b. Certain state and federal officials for audit purposes
- c. Certain law enforcement agencies for purposes listed in Education Code and Federal Law
- d. A pupil 16 years of age or older, having completed the 10th grade who requests access
- e. Students who are married even if younger than 18 years of age.
- f. Charter SELPA Employees

The LEA may release information from the student's records for the following:

- a. In cases of emergency when the knowledge of such information is necessary to protect the health or safety of the child and/or others
- b. To determine the child's eligibility for financial aid
- c. To accrediting organizations to the extent necessary to their function
- d. In cooperation with organizations conducting studies and research that does not permit the personal identification of children or their parents by persons not connected with the research and provided that their personally identifiable information is destroyed when no longer needed
- e. To officials and employees of private schools or school systems in which the child is enrolled or intends to enroll.

Test Protocols are considered to be a part of a pupil's confidential file. Protocols must be maintained in a pupil's confidential file and copies provided to the parent upon request.

Confidentiality of Records:

All procedural safeguards of the Individuals with Disabilities in Education Act shall be established and maintained. A custodian of records must be appointed by each LEA to ensure the confidentiality of any personally identifiable student information. This is usually the case manager, but may be another person who has been trained in confidentiality procedures.

The custodian of records is responsible for ensuring that files are not easily accessible to the public. Records of access are maintained for individual files, which include the name of party, date, and purpose of access.

Transfer of Records:

When a student moves from one school to another, records should be transferred in accordance with state and federal law. Federal law requires the LEA from which the student moves to notify the parent of the transfer of records along with the parent's right to review, challenge and/or receive a copy of the transferred record. California law specifies that the LEA which receives the student shall be responsible for the notification. Procedurally, both requirements can be met if the Charter LEA provides an annual notification to the parents of every student which specifies that records will be transferred and outlines the other rights cited above. This notice should be provided to all parents each fall and to the parents of every new student upon enrollment.

CALIFORNIA SCHOOLS ARE NOT REQUIRED TO OBTAIN PARENT PERMISSION TO FORWARD RECORDS - IN FACT, THEY ARE REQUIRED TO FORWARD RECORDS TO ANY CALIFORNIA SCHOOL OF NEW OR INTENDED ENROLLMENT "WITHIN FIVE (5) DAYS. * Records cannot be withheld for nonpayment of fees or fines. (Education Code §49068)

Mandatory Permanent Pupil records must be forwarded to all schools. (The original, or a copy, also must be retained by the sending LEA.) Mandatory Interim Pupil records must be forwarded to California public schools and may be forwarded to any other schools. Permitted pupil records may be forwarded at the discretion of the custodian of the records. Private schools in California are required to forward Mandatory Permanent Pupil Records.

If an agency or person provides a written report for the school's information, it becomes a part of the pupil's record and, as such, is available to the parent even though it may be marked "confidential." (Technically, it becomes a part of the record only when it is filed or maintained. The custodian of the records should give serious consideration to the educational value of sensitive information before routinely including it as a pupil record. As alternatives, the report may be summarized in a more useful form, it may be returned for revision, or it may be rejected and destroyed before it becomes a record.)

Correction or Removal of Information:

Parents have the right, on request, to receive a list of the types and locations of education records collected, maintained and used by the educational agency. Parents may challenge the content of the student's record if they believe the information in education records collected, maintained or used is inaccurate, misleading, or in violation of the privacy or other rights of the child. This right to challenge becomes the sole right of the student when the student turns 18 or attends a post-secondary institution. The request to remove or amend the content of the student record must be made in writing.

Within 30 days of receiving the request, the Charter CEO or designee shall meet with the parent/student and with the employee (if still employed) who recorded the information in question. The Charter CEO shall then decide whether to sustain the allegations and amend the records as requested or deny the allegations. If the allegations are sustained, the Charter CEO shall order the correction or removal and destruction of the information.

When a student grade is involved, the teacher who gave the grade shall be given an opportunity to state orally, in writing, or both, the reasons why the grade was given before the grade is changed either by the Charter CEO or at the decision of the LEA board. Insofar as practical, the teacher shall be included in all discussions relating to the changing of the grade.

If the Charter CEO disagrees with the request to amend the records, the parent/student may write within 30 days to appeal this decision to the LEA board. Within 30 days of receiving the written appeal, the LEA board shall meet in closed session with the parent and the employee (if still employed) who recorded the information in question. The Charter LEA governing board shall then decide whether or not to sustain or deny the allegations. If the Charter LEA governing board sustains any or all of the allegations, it shall order the Charter CEO to immediately correct or remove and destroy the information in question. The decision of the Charter LEA governing board is final. The records of the Charter LEA governing board proceedings shall be maintained in a confidential manner for one year, after which they will be destroyed, unless the parent initiates legal proceedings within the prescribed period relative to the disputed information.

If the final decision of the Charter LEA governing board is unfavorable to the parent or if the parent accepts an unfavorable decision by the Charter LEA, the parent shall have the right to submit a written statement commenting on the record or explaining any reasons the parent disagrees with the decision of the Charter CEO or the Charter LEA governing board. This explanation shall be included in the records of the child for as long as the record or contested portion is maintained by local educational agency. If the records of the child, or contested portion, is given by the agency to any party, the explanation must also be given to the party.

At the beginning of each school year, parents shall be notified of the availability of the above procedures for challenging student records.

In order to avoid potential challenges, it is recommended that Charter LEA staff receive training which alerts them to the requirements of privacy and access laws. To the degree that a statement describes a student's behavior, the statement can withstand challenges. Ambiguous terms should be avoided, and staff members should restrict their comments to areas of training. In addition, only those observations which have educational relevancy should be recorded. Statements describing unrelated family incidents or unsubstantiated claims are inappropriate for a student's record.

Record Classification and Destruction:

Pupil records—In fact, all school public records—are classified as continuing records until such time as their usefulness ceases. While they are continuing records, their destruction is governed by a rather complicated set of guidelines. Certain items are specifically excluded from destruction restrictions. CCR Title 5, §16020 indicates that copies of originals, pupil passes, tardy slips, admit slips, notes from home, including verification of illness and individual memorandum between employees of the Charter LEA are not records and may be destroyed at any time.

Other pupil-related records are defined within the three categories: mandatory permanent, mandatory interim, and permitted. (See below for a full explanation of each category.)

Mandatory Permanent pupil records become Class 1 permanent records when their usefulness ceases, and thus are never destroyed. *Caveat:* These records or a copy, are retained for every pupil who was ever enrolled in the Charter LEA. A copy of the mandatory permanent records is forwarded for students who transfer.

Mandatory Interim pupil records can be classified as Class 1 permanent or Class III disposable when their usefulness ceases. The Charter LEA is responsible for the classification subject to Charter LEA governing board approval. If mandatory interim records are classified as disposable, they are to be destroyed in accordance with CCR Title 5, §16027. This requires that they be retained for three years beyond the date of origination.

The third category of pupil records – Permitted - may be destroyed whenever their usefulness ceases without the waiting period. However, if a student transfers, graduates or otherwise terminates attendance, such records shall be held six months and then destroyed.

As Mandatory Permanent pupil records, special education records may be classified as Class III, disposable, when they are deemed as no longer useful. This could occur only after transfer or withdrawal from a special education program. Even after classified as disposable, Mandatory Interim records must be retained for at least three years beyond the date of the record's creation.

An important exception applies to those records which were used in assessment for a special education candidate who does not become a special education student. In such cases the records are Permitted pupil records and can be classified as Class III, disposable, and destroyed whenever their usefulness ceases.

PART C - TRANSITION

Charter schools in the Sonoma County Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

Authority:
(CFR Title 34 §300.209(b))

STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

It shall be the policy of this Charter LEA to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services in accordance with federal law, local procedures adopted by the student's district of residence, and the corresponding SELPA.

Legal References:

UNITED STATES CODE, TITLE 20
Section 1412(a)(10)(A)

COMPLIANCE ASSURANCES

It shall be the policy of the Sonoma County Charter SELPA that the local plan shall be adopted by the appropriate governing board(s) of each Charter LEA, and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

Legal References:

EDUCATION CODE
56205(A)(11)
56195.7

UNITED STATES CODE, TITLE 20
1412

GOVERNANCE

It shall be the policy of the LEA Charter to support and comply with the provisions of the governance structure and any necessary administrative support to implement the Local Plan.

Legal References:

EDUCATION CODE

56205(a)(12)
56001
56190-4
56195.1(b)(c)
56195.3
56205(b)(4)
56205(b)(5)
47640-47647
56195.7
56030
56200
56200(c)(2)
56140
56195
56140(b)(2)

UNITED STATES CODE, TITLE 20

1412(a)
1413(a)(1)
1413(a)(5)

GOVERNANCE

ADMINISTRATIVE UNIT

Pursuant to the provisions of Education Code Section 56030 et seq., the AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the Sonoma County Local Plan for Special Education in Charter Schools participating in the Charter Consortium for Special Education. The AU shall perform such services and functions required to accomplish the goals set forth in the plan.

The development of the annual service and budget plan shall coincide with the AU budget process.

California Education code Section 56200(c)(2) requires that the Local Plan, “specify the responsibilities of each participating county office and district governing board in the policy-making process, the responsibilities of the superintendent of each participating district and county in the implementation of the plan, and the responsibilities of district and county administrators of special education in coordinating the administration of the plan.” In accordance with this provision, the Sonoma County Charter Consortium for Special Education has developed the following governance structure and policy development and approval process.

RESPONSIBILITIES OF EACH GOVERNING BOARD IN THE POLICY-MAKING PROCESS AND PROCEDURES FOR CARRYING OUT THE RESPONSIBILITY

The governing board for each LEA charter and the County Board of Education approves the Agreement for Participation, Representations and Warranties, and the Local Plan for Special Education. As described within those documents, the Boards of Education delegate the administrative policy-making process and procedures for carrying out that responsibility to the governance structure of the SELPA.

RESPONSIBILITIES OF CHIEF EXECUTIVE OFFICERS-CHARTER EXECUTIVE COMMITTEE

The Charter Executive Committee, which includes the SELPA Director, approves policies and makes recommendations on special education financial matters to the Charter Council. The Executive Committee shall be made up of five (5) members of the Operations Council who will be selected by the Council by majority vote. The Sonoma County Superintendent shall serve as an ex officio member of the Executive Committee.

The Charter Executive Committee is responsible for:

- A. Approval of policy for special education programs and services which relate to the Charter SELPA Consortium.
- B. Approve requests to the risk pool as appropriate.
- C. Addressing specific needs of individual LEA Charters as the need arises.

- D. Organizing the subcommittees as necessary to meet special needs of the Charter SELPA Consortium;
- E. Receiving and reviewing input from the Community Advisory Committee.

Minutes of the Executive Committee meetings shall be transmitted to the full membership of the Council. In addition, financial issues regarding special education and other issues which are felt should be considered by the Council shall be placed on the agenda for discussion and/or action of the scheduled meetings.

CHARTER COUNCIL

A Charter Council will be in operation for the SELPA consisting of the Chief Executive Officers of each LEA. Organizations that operate more than one charter school may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of schools represented. A majority of the LEAs included in the Charter SELPA shall constitute a quorum. This group would meet regularly with the County Superintendent of Schools and/or designees to direct and supervise the implementation of the Local Plan.

CHARTER STEERING COMMITTEE

This Steering Committee serves in an advisory capacity to the SELPA Director. Each Charter School is entitled to select one representative for this committee – either a teacher or an administrator. Representatives commit to a full year of service, which would include meeting regularly for the purpose of advising the SELPA Director and receiving and disseminating direct program/instructional information.

SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE- CAC

Each Charter School shall be entitled to select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. § 56191 for a period of at least two years. Selected parents will be the parent of a child with a disability. This group will advise the SELPA Director on the implementation of the Sonoma County Local Plan for Special Education in Charter Schools (“Local Plan”) as well as provide local parent training options in accordance with the duties, responsibilities and requirements of E.C. § 56190-56194.

Because of the geographic diversity anticipated within the Sonoma County Charter SELPA, many meetings will be conducted through the use of teleconferencing or video conferencing.

PERSONNEL QUALIFICATIONS

It shall be the policy of this Charter LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular Charter LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

It shall be the policy of this Charter LEA that it will support and assist the state's efforts and activities to ensure an adequate supply of qualified special education, general education, and related services personnel. This shall include recruitment, hiring, training and efforts to retain highly qualified personnel to provide special education and related services under this part to children with disabilities.

Legal References:

EDUCATION CODE

56205(a)(13)
56058
56070

State Board Policy 6/11/98

UNITED STATES CODE, TITLE 20

1412(a)(14-15)
1413(a)(3)

PERSONNEL QUALIFICATIONS

Special Education Staff

Teachers assigned to serve students with disabilities shall possess the credential that authorizes them to teach the primary disability of the students within the program placement recommended in the student's individualized education program (IEP). (5 CCR 80046.5 through 80048.6) Special education teachers who teach core academic subjects shall possess the qualifications required by the No Child Left Behind Act. (20 USC 1401, 6319, 7801; 34 CFR 200.55-200.57, 300.18; 5 CCR 6100-6126)

Note: The federal No Child Left Behind Act (20 USC 6319; 34 CFR 200.55-200.57) requires all teachers of core academic subjects, in both Title I and non-Title I programs, to be "highly qualified" as defined in 20 USC 7801 and 5 CCR 6100-6126. A teacher is defined as "new to the profession" if they have graduated from an accredited institution of higher education and received a credential, or began an approved intern program, on or after July 1, 2002. A teacher is defined as "not new to the profession" if they graduated from an accredited institution of higher education and received a credential, or were enrolled in, or had completed, an approved intern program before July 1, 2002. (5 CCR 6100)

An elementary teacher who holds at least a bachelor's degree, is currently enrolled in an approved intern program for less than three years (or has a credential), and meets the applicable requirements in Section 6102 or 6103 as noted in the next two paragraphs, meets NCLB requirements as "highly qualified". (5 CCR 6101)

An elementary teacher who is new to the profession, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential, must have passed a validated statewide subject matter examination certified by the Commission on Teacher Credentialing (CTC), including, but not limited to the California Subject Examination for Teachers (CSET) Multiple Subjects, Multiple Subject Assessment for Teachers (MSAT), and National Teaching Exams (NTE). (5 CCR 6102)

An elementary teacher who is not new to the profession at the elementary level, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential, must have completed **either**:

1. a validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes,
- or**
2. a high objective uniform state standard evaluation (HOUSSE) conducted pursuant to 5 CCR 6104 and in conjunction with the teacher's evaluation and assessment pursuant to Education Code section 44662. (5 CCR 6103)

A middle or high school teacher, who holds at least a bachelor's degree, is currently enrolled in an approved intern program for less than three years or has a full credential, and who meets the applicable requirements in Section 6111 or 6112 as noted in the next two paragraphs, meets NCLB requirements as "highly qualified". (5 CCR 6110)

A middle or high school teacher who is new to the profession, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential in the subject taught, must have passed or completed **one** of the following for every core subject currently assigned:

1. a validated statewide subject matter examination certified by the CTC,
2. university subject matter program approved by the CTC,
3. undergraduate major in the subject taught,
4. graduate degree in the subject taught, **or**
5. coursework equivalent to undergraduate major.

Note: A new special education teacher who is currently enrolled in an approved special education intern program for less than three years or who holds a special education credential, and can demonstrate subject matter competence in mathematics, language arts, or science, may demonstrate competence in the other core academic subjects in which the teacher teaches through the HOUSSE contained in 5 CCR 6104 not later than two years after date of employment.

A middle or high school teacher who is not new to the profession, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential, must have passed or completed **one** of the following for every core subject currently assigned:

1. a validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes,
2. university subject matter program approved by the CTC,
3. undergraduate major in the subject taught,
4. graduate degree in the subject taught,
5. coursework equivalent to undergraduate major,
6. advanced certification or credentialing (National Board Certification), **or**

7. a high objective uniform state standard evaluation pursuant to 5 CCR 6104.

The Charter LEA must establish and maintain qualifications to ensure that personnel necessary to carry out the purposes of this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.

Caseloads for special education staff are specified in Education Code 56362 for resource specialists (see "Resource Specialists" section below) and in Education Code 56363.3 and 56441.7 for language, speech and hearing specialists.

The Charter CEO or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, or set by the Charter LEA.

Resource Specialists

Education Code 56195.8 mandates entities providing special education to adopt policy related to resource specialists. The following section fulfills this mandate and should be revised for consistency with the policy and regulations of the SELPA in which the Charter LEA participates.

The Charter LEA Governing Board shall employ certificated resource specialists to provide services which shall include, but not be limited to (Education Code 56362):

1. Instruction and services for students whose needs have been identified in an individualized education program (IEP) and who are assigned to regular classroom teachers for a majority of the school day
2. Information and assistance to students with disabilities and their parents/guardians
3. Consultation with and provision of resource information and material regarding students with disabilities to their parents/guardians and other staff members
4. Coordination of special education services with the regular school programs for each student enrolled in the resource specialist program
5. Monitoring of student progress on a regular basis, participation in the review and revision of IEPs as appropriate, and referral of students who do not demonstrate sufficient progress to the IEP team
6. Emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life.

The resource specialist program shall be directed by a resource specialist who is a credentialed special education teacher or who has a clinical services credential with a special class

authorization, and who has three or more years of teaching experience, including both regular and special education teaching experience. (Education Code 56362)

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the agreement of the resource specialist, the Charter LEA Governing Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver. (Education Code 56362; 5 CCR 3100)

Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Education Code 56362)

Related Services Personnel and Paraprofessionals:

Related services personnel and paraprofessionals must have qualifications established by the Charter LEA that are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services.

The Charter LEA must ensure that related services personnel who deliver services in their discipline or profession meet the requirements to be licensed within their profession, having not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

The charter LEA must allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, to be used to assist in the provision of special education and related services under this part to children with disabilities.

Legal Reference:

EDUCATION CODE

44250-44279 Credentials, especially:

44256 Credential types, specialist instruction

44265 Special education credential

56195.8 Adoption of policies

56361 Program options

56362 Resource specialist program, contents, direction; resource specialists, case-loads, assignments, instructional aide; pupil enrollment

56362.1 Caseload

56362.5 Resource specialist certificate of competence

56362.7 Bilingual-crosscultural certificate of assessment competence

56363.3 Average caseload limits

56441.7 Maximum caseload (programs for individuals with exceptional needs between the ages of three and five inclusive)

CODE OF REGULATIONS, TITLE 5

3051.1 Language, speech and hearing development and remediation; appropriate credential

3100 Waivers of maximum caseload for resource specialists

6100-6126 Teacher qualifications, No Child Left Behind Act

80046.5 Credential holders authorized to serve students with disabilities

80048-80048.6 Credential requirements and authorizations

UNITED STATES CODE, TITLE 20

1401 Definition of highly qualified special education teacher

6319 Highly qualified teachers

7801 Definitions, highly qualified teacher

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers

200.61 Parent notification regarding teacher qualifications

300.18 Highly qualified special education teachers

300.156 Personnel Qualifications

Management Resources:

WEB SITES

California Association of Resource Specialists and Special Education Teachers:
<http://www.carsplus.org>

California Speech-Language-Hearing Association: <http://www.csha.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

PERFORMANCE GOALS AND INDICATORS

It shall be the policy of this Charter Local Education Agency (LEA) to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

Legal References:

EDUCATION CODE

56205(a)

UNITED STATES CODE, TITLE 20

1412(a)(16)

PARTICIPATION IN ASSESSMENTS

It shall be the policy of the Charter LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

The CEO or designee shall administer mandatory student assessments within the state Standardized Testing and Reporting (STAR) Program as required by law and in accordance with CEO policy and administrative regulation.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATE CODE, TITLE 20
1412(a)(17)

PARTICIPATION IN ASSESSMENTS

The LEAs within Sonoma County Charter SELPA are committed to all students having access to state and/or Charter LEA assessments. Through the IEP process each student's strengths and weaknesses will be evaluated as to the content of the Charter LEA and/or statewide assessment to determine appropriate means of access to the assessment(s).

The Charter SELPA IEP forms include an assessment plan as well as statements related to district and statewide assessment.

Special education students shall be tested with the designated state achievement test and the standards-based test, unless their individualized education program specifically identifies that the student will be tested with the California Alternate Performance Assessment (CAPA) or the California Modified Assessment (CMA). The IEP team will determine which assessment will be most appropriate for each student based on guidance provided by the California Department of Education.

A student shall be permitted to take exams or assessments with the accommodation(s) and/or modification(s) as identified in the IEP or 504 plan. These accommodations and/or modifications must be in compliance with the current "Testing Variations, Accommodations, and Modifications Matrix" provided by the California Department of Education.

School personnel have a responsibility to ensure special education students have appropriate accommodations and/or modifications to meet the individual needs of the students and allow access to all State and Charter LEA assessments. Each Charter LEA will follow and implement the California State Board of Education policies and administrative regulations related to assessment, data collection and waiver processes.

Legal References:

EDUCATION CODE
56205(a), 56345, 60640, 5 CCR 853, 5 CCR 850

SUPPLEMENTATION OF STATE, LOCAL AND OTHER FEDERAL FUNDS

Funds received by the Sonoma County Charter SELPA from Part B of the IDEA shall be expended in accordance with the applicable provisions of the IDEA and shall be used to supplement and not to supplant State, local and other Federal funds.

State and federal funds received by Sonoma County Charter SELPA are allocated and distributed among the local educational agencies in the SELPA according to the Sonoma County Charter SELPA adopted plan.

EDUCATION CODE:

56195

56195.7(i)

56205(a)(12)(D)(ii)(II)

56205(a)(16)

56841(a)(2)

Legal Reference:

20 USC §1413 (a)(2)(A)(ii)

34 CFR §300.202(a)

MAINTENANCE OF EFFORT

Federal funds available through Part B of the federal IDEA provided to the Sonoma County Charter SELPA shall not be used to reduce the level of expenditures for the education of children with disabilities made from local funds and/or combined level of local and state funds below the level of those expenditures for the preceding year except as provided in Federal law and regulations.

Legal References:

20 USC § 1413 (a)(2)

34 CFR §300.203

EDUCATION CODE

56205(a)(17)

56841

MAINTENANCE OF EFFORT (MOE)

Introduction

The Sonoma County Charter SELPA shall meet the federal maintenance of effort (MOE) regulations requiring that federal funds provided under Part B of the IDEA not be used to reduce the level of expenditures for the education of children with disabilities made from local funds below the level of those expenditures for the preceding fiscal year except as provided in federal law and regulations. This test must be met on either an aggregate or a per capita basis. (ref: Title 34 Code of Federal Regulations C.F.R. Sections 300.203-300.205).

Determination of Maintenance of Effort

The California Department of Education (CDE) monitors compliance with the MOE requirement at the SELPA level. The administrative unit (AU) of the Sonoma County Charter SELPA monitors compliance of its member LEAs. There are two required comparison tests determining MOE:

1. Budget vs. Actual Expenditures Comparison
Budgeted special education expenditures from local funds and/or combined level of local and state funds must equal or exceed prior year expenditures for each Charter LEA and for the Sonoma County Charter SELPA as a whole. Passing this test determines eligibility to receive IDEA Part B funds.
2. Actual Expenditures vs. Actual Expenditures Comparison
Actual special education expenditures from local funds and/or combined level of local and state funds must equal or exceed prior year expenditures for each Charter LEA and for the Sonoma County Charter SELPA as a whole. If the SELPA does not meet this test, it will be billed for the repayment of federal funds equal to the amount by which it reduced state and local spending.

Calculation of the Comparison Tests

The comparison tests are made by first taking into consideration if a reduction in expenditures occurred as a result of allowable exceptions to reduce the level of expenditures below that of the prior year (Test 1). If this comparison is not met, an adjustment is allowed for a portion of federal funds received in excess of the amount received in the prior year (Test 2). Whether expenditures from local/state funds equal or exceed prior year expenditures in total or on a per capita basis (Test 3).

Test 1

Compare taking into consideration one or more of the following exceptions (34 CFR Section 300.204):

1. The voluntary departure or departure for just cause, of special education or related services personnel
2. A decrease in the enrollment of children with disabilities
3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program because the child:
 - a. Has left the jurisdiction of the agency
 - b. Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
 - c. No longer needs the program of special education
4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities
5. The assumption of cost by the high cost fund operated by the SEA under 34 CCR § 300.704(c).

Test 2

Compare using 50 percent of the increase in federal funding received that year over the prior year as “local funds” (34 CFR Section 300.205). This option can **only** be used if the freed up funds will be used for activities authorized under the Elementary and Secondary Education Act (ESEA) of 1965.

Test 3

1. Combined state and local funding sources are used for comparison.
2. When the capability exists to isolate “local only” funding sources, the comparison may be made using only “local” resources
3. Comparison may be either total amount or on a per capita (per child with a disability unless some other basis is permitted by the CDE for determining “per capita”) basis (34 CFR Section 300.203(b))

PUBLIC PARTICIPATION

It shall be the policy of this Charter LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with part B of the IDEA.

Per the Charter Local Plan, policies are adopted by the Charter CEO Council. It is the practice that policies are presented for a first read and then brought back for revision, review and/or adoption at a second read. As adequate time occurs between the first and second readings, the Charter LEAs will have the policies available for review and comment by the public, parents of children with disabilities, or individuals with disabilities.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATE CODE, TITLE 20
1412(a)(19)

SUSPENSION/EXPULSION

The Charter LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the Charter LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1412(a)(22)

SUSPENSION AND EXPULSION/DUE PROCESS

Note: The following administrative regulation reflects the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482), implementing federal regulations, effective October 13, 2006 (34 CFR 300.1-300.818, added by 71 Fed. Reg. 156), and conforming state legislation (AB 1662, Ch. 653, Statutes of 2005). Because federal regulatory provisions related to discipline were amended and renumbered pursuant to 71 Fed. Reg. 156, it is likely that further state legislation will be needed to conform state law to the new federal regulations. Note that in cases where state law provides greater protections to students, state law supersedes federal law.

Note: Neither state nor federal law requires that these procedures apply to students identified under the federal Rehabilitation Act of 1973, Section 504 (29 USC 794). However, in some instances, the Charter LEA may find it appropriate to apply portions of these procedures (e.g., the limitation that a student with a disability may not be suspended for more than 10 consecutive school days) to Section 504 students with an accommodation plan. Charter LEAs that wish to apply IDEA procedures to Section 504 students should modify the following regulation accordingly.

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated Charter LEA's code of student conduct may assert any of the protections under IDEA only if the Charter LEA had knowledge that the student was disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)

The Charter LEA shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian has expressed concern to Charter LEA supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.
3. The teacher of the student or other Charter LEA personnel has expressed specific concerns directly to the Charter LEA's director of special education or to other supervisory Charter LEA personnel about a pattern of behavior demonstrated by the

student.

The Charter LEA would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the Charter LEA would be deemed to not have knowledge if the Charter LEA conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the Charter LEA is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Suspension

Note: Pursuant to 20 USC 1415(k)(1), 34 CFR 300.530, and a 1988 U.S. Supreme Court decision (*Honig v. Doe*), Charter LEAs receiving funds under the IDEA may suspend a student for no more than 10 consecutive or cumulative school days, as long as the removal does not constitute a change in placement pursuant to 34 CFR 300.536. Education Code 48903 specifies that a student may not be suspended for more than 20 cumulative school days in a school year.

Note: The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46715, explains that whether a bus suspension or "in school suspension" would count as a day of suspension affecting the cumulative total depends on the unique circumstances of each case, such as whether bus transportation is part of the student's individualized education program (IEP). An "in-school suspension" or "supervised suspension classroom" as authorized by Education Code 48911.1 would not count towards the 20-day cumulative limit described above as long as the student is afforded the opportunity to continue to appropriately participate in the general curriculum, receive the services specified in his/her IEP, and participate with nondisabled students to the extent he/she would have in the current placement. However, the Charter LEA should be careful that such actions do not constitute a change of placement and should carefully monitor such suspensions.

The Charter CEO or designee may suspend a student with a disability for up to 10 consecutive or cumulative school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the

school year.

Note: As added by 71 Fed. Reg. 156, 34 CFR 300.536 lists new factors under which a series of removals would constitute a change of placement, as specified below. If the removal is determined to be a change in placement, 34 CFR 300.530 requires the IEP team to determine the appropriate services.

The Charter LEA shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive or cumulative school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.
3. If the removal has been determined to be a change of placement as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)

Services During Suspension

Note: Pursuant to 20 USC 1412(a)(1)(A) and 34 CFR 300.530, a "free appropriate public education" (FAPE) must be available to all children, including any student with disabilities who has been suspended for more than 10 school days in a year. The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46716, clarifies that the Charter LEA is not required to provide a student who has been suspended for more than 10 school days in a school year for disciplinary reasons exactly the same services in exactly the same setting as the student was receiving prior to the imposition of discipline. However, the special education and related services the student does receive must enable him/her to continue to participate in the general curriculum and to progress toward meeting the goals set out in his/her IEP. The Analysis of Comments, 71 Fed. Reg. 156, pg. 46717, clarifies that services need not be provided when a student is removed for 10 school days or less, as long as the Charter LEA does not provide

services to nondisabled students removed for the same amount of time.

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If a student with disabilities is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or his/her parent/guardian, provided that transportation is specified in his/her IEP. (Education Code 48915.5)

Interim Alternative Educational Placement Due to Dangerous Behavior

Note: 20 USC 1415(k) and 34 CFR 300.530 permit an alternative placement for 45 school days when a student with a disability, while on school grounds, while going to or coming from school, or at a school function, either (1) carries or possesses a weapon, (2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, or (3) inflicts serious bodily injury upon another person. "Serious bodily injury" is defined in 18 USC 1365 as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. This alternative placement decision may be made unilaterally by the Charter LEA.

Note: The term "weapon," as used below, refers to a "dangerous weapon" as defined in 18 USC 930 and includes any device which is capable of causing death or serious bodily injury. The term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

The Charter LEA may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G), 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the Charter LEA's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the Charter LEA, the student's parent/guardian, and relevant members of the IEP team (as determined by the Charter LEA and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the Charter LEA's failure to implement the student's IEP, in which case the Charter LEA shall take immediate steps to remedy those

deficiencies

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Charter LEA agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

Note: Education Code 48915.5 provides that, if a student is excluded from school bus transportation, alternative transportation must be provided at no cost, provided that transportation is specified in the student's IEP. See section entitled "Services During Suspension" above.

4. Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

Note: The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46723, clarifies that the burden of proof in due process hearings is on the party that is responsible for the issue going forward to the due process hearing officer, consistent with the U.S. Supreme Court's decision in *Schaeffer v. Weast*. Thus, if the Charter LEA has requested that a hearing officer remove a student to an interim alternative educational setting, the burden of persuasion at the

hearing is on the Charter LEA.

If the parent/guardian disagrees with any Charter LEA decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The Charter LEA may request a hearing if the Charter LEA believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the Charter LEA shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the Charter LEA has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and Charter LEA agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The Charter LEA Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student with a disability, the principal or designee shall notify appropriate city or county law enforcement authorities of any act of assault with a deadly weapon which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of acts by any student with a disability which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a suspension or expulsion of a student with disabilities, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any act by the student which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

Report to County Superintendent of Schools

Note: As amended by SB 1327 (Ch. 59, Statutes of 2006), Education Code 48203 requires the Charter CEO to report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. Education Code 48203 specifies that it is the duty of the County Superintendent to examine the reports and, if any case exists in which the interest of the student or welfare of the state may need further examination, draw the reports to the attention of the Charter LEA Governing Board and the County Board of Education.

The Charter CEO or designee shall report to the County Superintendent when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Legal Reference:

EDUCATION CODE

35146 Closed sessions (re suspensions)

35291 Rules (of governing board)

48203 Reports of severance of attendance of disabled students

48900-48925 Suspension and expulsion

56000 Special education; legislative findings and declarations

56320 Educational needs; requirements

56321 Development or revision of individualized education program

56329 Independent educational assessment

56340-56347 Individual education program teams

56505 State hearing

PENAL CODE

245 Assault with deadly weapon

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act

626.10 Dirks, daggers, knives, razors or stun guns

UNITED STATES CODE, TITLE 18

930 Weapons

1365 Serious bodily injury
UNITED STATES CODE, TITLE 20
1412 State eligibility
1415 Procedural safeguards
UNITED STATES CODE, TITLE 21
812(c) Controlled substances
UNITED STATES CODE, TITLE 29
706 Definitions
794 Rehabilitation Act of 1973, Section 504
CODE OF FEDERAL REGULATIONS, TITLE 34
104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.818 Assistance to states for the education of students with disabilities, especially:
300.530-300.537 Discipline procedures
COURT DECISIONS
Schaffer v. Weast (2005) 125 S. Ct. 528
Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489
M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044
Honig v. Doe, (1988) 484 U.S. 305

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep/index.html>

ACCESS TO INSTRUCTIONAL MATERIALS

It shall be the policy of the Charter LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1412(a)(24)

OVERIDENTIFICATION AND DISPROPORTIONALITY

It shall be the policy of the Charter LEA to prevent the inappropriate overidentification or disproportional representation by race and ethnicity of students with disabilities.

Legal References:

EDUCATION CODE

56205(a)

UNITED STATES CODE, TITLE 20

1412(a)(24)

PROHIBITION ON MANDATORY MEDICINE

It shall be the policy of the Charter LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation for special education, or receiving special education services.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1412(a)(25)

DATA

It shall be the policy of the Charter LEA to provide data or information to the SELPA and the California Department of Education that may be required by regulations.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1418 (a-d)

READING LITERACY

A. RATIONALE

Reading proficiency is an important goal for virtually all students who receive special education services. It is basic to ongoing school success and essential for successful participation in society. Without reading proficiency, students are excluded from full participation and opportunity to achieve academic success in school.

B. POLICY STATEMENT

In order to improve the educational results for students with disabilities, the Charter LEAs in the Sonoma County Charter SELPA ensure that all students who require special education will participate in reading instruction activities, just as do all other students in the Sonoma County Charter LEAs. In order to facilitate that effort, the Charter LEAs assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including:

- a. information about current literacy and learning research;
- b. state-adopted student content standards and frameworks; and
- c. research-based instructional strategies for teaching reading to a wide range of diverse learners

Each of the Charter LEAs will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all special education staff in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the rollouts on the frameworks, AB466 training.

The goals of the Charter LEAs are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading.

In order to reach these goals, we assure that students with disabilities will have full access to:

1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and
2. instructional materials and support.

ADMISSION OF LOCAL EDUCATION AGENCIES TO THE SONOMA COUNTY
CHARTER SELPA

Any charter school may apply to the Charter SELPA Selection Committee to become a LEA member of the SELPA. Applications must be made to the SELPA on or before the date established by the AU, which generally would be April 1st of the school year preceding the school year in which the Charter LEA anticipates operating as a member within the SELPA. Charter LEA member status will not become effective prior to July 1st of the year in which final approval was granted. Once granted membership, the Charter LEA will participate in the governance of the SELPA in the same manner as all other Charter LEA members in the SELPA. If the Charter has been approved by the State Board of Education the timelines may be waived, in addition, the AU Superintendent can waive the timeline for consideration of a charter school application.

The applicant member will be deemed a member of the SELPA if the Charter SELPA Selection Committee determines that the Charter LEA has met all requirements as specified in this policy and the Local Plan. (The applicant Charter LEA will meet all other requirements, if any, from the California Department of Education and current SELPA to which the LEA belongs.) The SELPA requirements include an agreement to:

- Provide assurances that all eligible individuals with disabilities shall have access to appropriate special education programs and services
- Provide assurances of its knowledge and understanding of applicable special education laws
- Provide assurances that each certificated employee is appropriately credentialed to serve in his/her assignment
- Provide necessary staff as required to meet federal mandates
- Follow all requirements of the SELPA Local Plan
- Utilize SELPA approved forms
- Provide transportation as indicated in the student's IEP
- Provide assurances that the LEA understands its sole legal and financial responsibility to provide appropriate services to eligible student, and that the LEA shall not seek defense or indemnification from the SELPA or SELPA members unless liability is the result of acts or omissions of other agencies, their agents or employees, while performing services under an agreement.

To initiate an application, the interested Charter school must submit a letter of intent to the Sonoma County Charter SELPA Director. They must also submit the following:

- Completed comprehensive application
- Signed assurances
- Fiscal documents
- Detailed plan for service delivery
- One year notice or release from current SELPA

The Sonoma County SELPA Director will review the documents. The review will be provided to the Charter SELPA Selection Committee. This committee is comprised of:

- The Sonoma County Superintendent of Schools
- One Charter CEO selected by CEO Council
- One Charter CEO selected by the Sonoma County Superintendent of Schools

The Charter SELPA Selection Committee will meet, review all documents and approve or reject members. The Charter SELPA Selection Committee will inform the CEO Council members of their decision. The SELPA Director shall inform the Charter School of their decision.

Membership may be revoked by the CEO Council if it finds that the Charter LEA did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in this policy or the Local Plan
- Failed to meet generally accepted accounting principles, failed to produce required financial information, or engaged in fiscal mismanagement of funds.
- Violated any provision of law applicable to the LEA relating to special education
- Has a history of complaints and non-compliance with CDE

The CEO Council shall examine the pattern of conduct by the LEA in implementing special education laws. The decision to revoke may be based on the ability of the LEA to cure and correct violations and/or the LEA's ability to ensure ongoing, consistent compliance with all applicable special education laws. The Charter LEA will be given notice in writing, and an opportunity to cure and correct the violations cited. The Charter LEA may request a meeting with the CEO Council to appeal and present their case. The decision of the CEO Council shall be final.

Federal Register §300.20(c) Treatment of Charter Schools and their students

ADMISSION OF LOCAL EDUCATION AGENCIES TO THE SONOMA COUNTY
CHARTER SELPA

Charter Schools who wish to join the Sonoma County Charter SELPA will need to follow the comprehensive process unless:

- A) They are a participating LEA Charter member adding a new start-up charter school
- B) They are a participating Charter Management Organization (CMO) SELPA member adding additional new charter school(s).
- C) CMO Charter SELPA member adding existing school(s).

In the case of either A or B above, the following process will be followed:

- 1.) Letter of Intent: The LEA Charter SELPA member or CMO Charter SELPA member will inform the SELPA Director and/or CEO Council by March 1st of their desire to add additional school(s) for the following school year.
- 2.) The Charter LEA SELPA member or CMO Charter SELPA member will provide the SELPA with information regarding the school, signed assurances and any other data requested by the Director. A plan for Special Education Service Delivery must also be included.
- 3.) The SELPA Director will review all information. The Director may approve the addition. If the Director has questions or concerns the information can be sent to the Charter SELPA Selection Committee.

In the case of C above, the following process will be followed:

- 1.) Provide one year notice to current SELPA of intent to leave (letter attached).
- 2.) Provide CASEMIS information of current students.
- 3.) Provide staff information and service delivery plan.
- 4.) Provide SARC and fiscal documents.

Charter School LEAs may apply to the Charter SELPA from the following paths:

- 1.) State Board Approved:
 - Completed comprehensive application including assurances, fiscal documents and detailed plan for service delivery.
- 2.) Charters who are currently operating in another SELPA:
 - Completed comprehensive application including assurances, fiscal documents, detailed plan for service delivery and an additional one year notice or release.
- 3.) New Start-Up Charters:
 - Completed comprehensive application including assurances, fiscal documents and detailed plan for service delivery.
- 4.) New Charter LEA from current members:
 - See requirement previously described in A.) above.
- 5.) New Charters from current CMO members:
 - See requirement previously described in B.) above.
- 6.) Transfer charters from CMO members:
 - See requirement previously described in C.) above.

BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS

A special education student's minor behavioral problems shall be subject to the disciplinary measures applicable to all students for such infractions.

When a child's behavior impedes the child's learning or that of others, the IEP team must consider strategies and supports, including positive behavioral interventions, to address that behavior consistent with the law and SELPA procedures. (20 U.S.C. § 1414(d)(3)(B)(i); 34 C.F.R. § 300.346(a)(2)(i), (b); Ed. Code § 56341.1, subd. (b)(1).)

The Charter CEO or designee shall ensure that staff is informed of the Sonoma Charter SELPA's policy and regulations governing the systematic use of behavioral and emergency interventions.

Legal Reference:

EDUCATION CODE

- 49001 Prohibition of corporal punishment
- 56321 Notice of parental rights; consent of parents
- 56500-56507 Procedural safeguards, including due process rights
- 56521.1-56521.2 Emergency Interventions
- 56523 Behavioral Interventions
- 56525 Board Certified Behavior Analyst

UNITED STATES CODE, TITLE 20

- 1414 Individualized Education Programs

CODE OF FEDERAL REGULATIONS, TITLE 34

- 300.1-300.818 Assistance to states for the education of students with disabilities

BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS

A special education student's behavior shall be subject to the disciplinary measures applicable to all students for such infractions unless it is a serious behavior problem as defined below.

Behavioral problems shall be addressed through the systematic use of behavioral and emergency interventions as provided below.

When a child's behavior impedes the child's learning or that of others, the IEP team must consider strategies and supports, including positive behavioral interventions, to address that behavior. (20 U.S.C. § 1414(d)(3)(B)(i); 34 C.F.R. § 300.346(a)(2)(i), (b); Ed. Code § 56341.1, subd. (b)(1).)

A Charter LEA *may* employ a Board Certified Behavior Analyst ("BCBA") to conduct behavior assessments and provide behavioral intervention services, but the law does not require that these services be provided by a BCBA. (Ed. Code, § 56525.)

Note: With the Repeal of the Hughes Bill, (Assembly Bill 86, effective July 1, 2013 ("AB 86")) the law does not contain a specific definition of "behavioral intervention" and does not impose any specific requirements for how to conduct or implement a behavior assessment or behavior intervention plan. LEAs are no longer required to conduct a Functional Analysis Assessment ("FAA") for students with serious behavioral problems. (Ed. Code, § 56523.)

1.
Behavioral Intervention Plan

Note: As amended in Federal Register Vol. 64, No. 48, 34 CFR 300.530 requires that a functional behavioral assessment and behavioral intervention plan be developed no later than 10 business days after a student is suspended for more than 10 school days in a school year or after a change of placement occurs.

Within 10 business days after removing a student for more than 10 school days in a school year or commencing a removal that constitutes a change in placement, the Charter LEA shall implement a behavioral intervention plan in accordance with 34 CFR 300.530, Board policy and administrative regulation.

Note re Terminology: BIP and BSP

The IDEA uses the term Behavior Intervention Plan ("BIP") to refer to a less intensive behavior plan developed by the IEP team. Previously, the Hughes Bill (repealed by AB 86) used the term "BIP" to refer to a more intensive behavior plan required whenever an FAA is performed. California also had previously used the term Behavior Support Plan ("BSP") to distinguish between the less intensive plan required by the IDEA and the more-intensive "BIP" required by the Hughes Bill. Now, with the repeal of the Hughes Bill by AB 86 it is recommended that Charter LEAs use only the term BIP for all types of behavior plans. (Ed. Code, § 56523.)

Emergency Interventions

Emergency interventions not specified in a student's behavioral intervention plan shall be used only when necessary to control unpredictable, spontaneous behavior which poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for systematic behavioral intervention plans that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require staff to seek assistance of the school site administrator or law enforcement agency, as applicable to the situation. (Ed. Code, § 56521.1 (a) through (c).)

Only emergency interventions approved by the Sonoma County Charter SELPA may be used. No emergency intervention shall be used for longer than is necessary to contain the behavior. The following emergency interventions, included in "management of assaultive behavior" training, are approved by the Sonoma County Charter SELPA for use by **CPI (Crisis Prevention Institute) trained staff only** and may only be used as a ***last resort when a person is a danger to self or others:***

- a.) CPI's Personal Safety Techniques
- b.) Nonviolent Physical Crisis Intervention and Team Intervention:
 - ✓ "children's control position" for students who are considerably smaller than the staff person
 - ✓ "team control position" utilizing at least two team members
 - ✓ "transport position" utilizing at least two team members
 - ✓ "interim control position"

Parents/guardians/residential care provider, if appropriate, shall be notified within one school day whenever emergency intervention is used or serious property damage occurs. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the Charter CEO or designee for review. This report shall include: (Ed. Code § 56521.1 (e).)

1. The name and age of the student
2. The setting and location of the incident

3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic behavioral intervention plan
6. Details of any injuries sustained by students or others, including staff, as a result of the incident

If the behavior emergency report is for a student who does not have a behavioral intervention plan, the Charter CEO or designee shall, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional behavioral assessment, and determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment and/or not developing an interim plan. (Ed. Code § 56521.1 (g).)

If the behavior emergency report is for a student who has a positive behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective shall be referred to the IEP team. The IEP team shall review the incident and determine whether the student's behavioral intervention plan needs to be modified. (Ed. Code § 56521.1 (h).)

Sonoma

All behavioral emergency reports shall immediately be forwarded to, and reviewed by, a designated responsible administrator. (Ed. Code § 56521.1 (f).)

Prohibited Interventions

The Charter LEA prohibits any use of the following: (Ed. Code, § 56521.2))

1. Any intervention designed or likely to cause physical pain
2. Releasing noxious, toxic or otherwise unpleasant sprays, mists or substances near the student's face
3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort or access to the bathroom
4. Any intervention that subjects the student to verbal abuse, ridicule, humiliation or excessive emotional trauma

5. Use of any material or objects which simultaneously immobilize all hands and feet, except that prone containment or similar techniques may be used by trained staff as a limited emergency intervention
6. Locked seclusion, unless in a facility otherwise licensed or permitted by law to use a locked room
7. Any intervention that precludes adequate supervision of the student
8. Any intervention that deprives the student of one or more of his/her senses
9. Force exceeding what is reasonable and necessary under the circumstances

Legal Reference:

EDUCATION CODE

49001 Prohibition of corporal punishment
56321 Notice of parental rights; consent of parents
56341.1 Individualized Education Plans
56500-56508 Procedural safeguards, including due process rights
56521.1-56521.2 Emergency Interventions
56523 Behavioral Interventions
56525 Board Certified Behavior Analyst

CODE OF REGULATIONS, TITLE 5

3001 Definitions

UNITED STATES CODE, TITLE 20

1412 State eligibility
1414 Individualized Education Programs
1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Assistance to states for the education of students with disabilities

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, page 46539-46845

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL
EDUCATION

Nonpublic, nonsectarian school (NPS) and agency (NPA) services shall be available to pupils in the Sonoma County Charter SELPA. When no appropriate public educational services are available within the Sonoma County Charter SELPA, neighboring counties or SELPAs, or state special schools, a designated member of the IEP team or the Sonoma County Charter SELPA Director shall contact the Charter LEA CEO/designee if this type of placement might be considered at an upcoming IEP meeting.

The Charter LEA Governing board may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program is not available.

When entering into agreements with nonpublic, nonsectarian schools or agencies, the Charter LEA Board shall consider the needs of the individual student and the recommendations of the individualized education program (IEP) team. The IEP team shall remain accountable for monitoring the progress of student placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

Legal References:

EDUCATION CODE

56034-56035 Definitions of nonpublic, nonsectarian school and agency

56042 Placement not to be recommended by attorney with conflict of interest

56101 Waivers

56163 Certification

56168 Responsibility for education of student in hospital or health facility school

56195.8 Adoption of policies

56360-56369 Implementation of special education

56711 Computation of state aid

56740-56743 Apportionments and reports

56760 Annual budget plan; services proportions

56775.5 Reimbursement of assessment and identification costs

GOVERNMENT CODE

757-7588 Interagency responsibilities for providing services to children with disabilities, especially:

7572.55 Seriously emotionally disturbed child; out-of-state placement

FAMILY CODE

7911-7912 Interstate compact on placement of children

WELFARE AND INSTITUTIONS CODE

362.2 Out-of-home placement for IEP

727.1 Out-of-state placement of wards of court
CODE OF REGULATIONS, TITLE 5
3001 Definitions
3061-3069 Nonpublic, nonsectarian school and agency services
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
CODE OF FEDERAL REGULATIONS, TITLE 34
300.129-300.148 Children with disabilities in private schools
COURT DECISIONS
Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

CDE LEGAL ADVISORIES

0317.99 Nonpublic School/Agency Waivers and Reimbursement to parents

FEDERAL REGISTER

Rules and Regulations, August 114, 2006, Vol. 71, Number 156, page 46539-46845

WEB SITES

CDE: <http://www.cde.ca.gov>

Us Department of Education, Office of Special Education and Rehabilitative Services:
[http://www. Ed.gov/offices/OSERS](http://www.Ed.gov/offices/OSERS)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL
EDUCATION

Placement and Services

Note: As amended in Register 99, No. 13, 5 CCR 3060 and 3061 specify new requirements regarding special education classes offered in non-public, nonsectarian schools and agencies. These requirements detail the staffing requirements for instructors, including the credentials that instructors must hold; the eligibility requirements for such credentials; and the number of instructors required per school or agency. Pursuant to 5 CCR 30664, the California Department of Education may issue conditional certifications to allow agencies and schools time to comply with the new requirements.

Procedures specified in law shall govern the selection of appropriate nonpublic school or agency services.

Note: Additional requirements related to contracts and personnel with nonpublic schools or agencies are specified in Education Code 56366 and 56366.3

Contracts with a nonpublic school or agency shall include an individual services agreement negotiated for each student. Individual services agreements shall be for the length of time for which nonpublic, nonsectarian school services are specified in the student's individualized education program (IEP), not to exceed one year. Changes in educational instruction, services or placement shall be made only on the basis of revisions to the student's IEP. (Education Code 56366)

The master contract shall specify the general administrative and financial agreements between the nonpublic, nonsectarian school or agency and the Charter LEA to provide the special education and designated instruction and services, as well as transportation specified in the student's IEP. The administrative provisions of the contract shall also include procedures for record keeping and documentation, and the maintenance of school records by the contracting charter LEA to ensure that appropriate high school graduation credit is received by the student. The contract may allow for partial or full-time attendance at the nonpublic nonsectarian school. (Education Code 56366)

Note: The nonpublic school or agency must be certified as meeting state standards pursuant to Education Code 56366. Contracts may be terminated for cause with 20 days notice; however, the availability of a public education program initiate during the period of the contract cannot give cause for termination unless the parent/guardian agrees to transfer the student to the program.

The master contract shall include a description of the process being utilized by the Charter LEA to oversee and evaluate placements in nonpublic, nonsectarian schools. This description shall

include a method for evaluating whether the student is making appropriate educational progress. (Education Code 56366)

The Charter CEO or designee of an elementary Charter LEA shall notify a high school district of all students placed in nonpublic school or agency programs prior to the annual review of the IEP for each student who may transfer to the high school district. (5 CCR 3068)

When a special education student meets the district requirements for completion of prescribed course of study as designated in the student's IEP, the district which developed the IEP shall award the diploma. (5 CCR 3069)

Out-of-State Placements

Note: Government Code 7572.55 and Welfare and Institutions Code 362.2 and 727.i, as amended by SB 933 (Ch. 311, Statutes of 1998) relate to the out-of-state placement of children who are seriously emotionally disturbed and/or wards of the court. Such placements may be made only after in-state alternatives have been considered and found not to meet the child's needs.

Before contracting with a nonpublic, nonsectarian school or agency outside California, the Charter CEO or designee shall document the district's efforts to find an appropriate program offered by a nonpublic, nonsectarian school or agency within California. (Education Code 56365)

Within 15 days of any decision for an out-of-state placement, the student's IEP team shall submit to the Superintendent of Public Instruction a report with information about the services provided by the out-of-state program, the related costs, and the district's efforts to locate an appropriate public school or nonpublic, nonsectarian school or agency within California (Education Code 56365)

If the Charter LEA decides to place a student with a nonpublic, nonsectarian school or agency outside the state, the Charter LEA shall indicate the anticipated date of the student's return to a placement within California and shall document efforts during the previous year to return the student to California (Education Code 56365)

Placement Procedures

The Charter LEA administrator or designee shall review all documented efforts to utilize all public school options prior to utilizing an NPS or NPA. The Charter LEA will process referrals and locate an appropriate nonpublic school to meet the student's needs. The Sonoma County Charter SELPA may assist and/or collaborate with the Charter LEA to locate an appropriate NPS.

Each Charter LEA agrees to use the Master Contract and Individual Service Agreement adopted by the Sonoma County Charter SELPA. The SELPA office will ensure that the Master Contract has been approved by the Sonoma County Charter SELPA legal counsel and is updated per federal or state requirements. The NPS is required by the Master Contract and the IEP to annually evaluate the pupils (formally and informally) to determine if the student is making appropriate educational progress. As part of the IEP review process, each Charter LEA that contracts with a NPS shall evaluate the placement of its pupil(s) in such a school on at least an annual basis. The Charter LEA representative shall collaboratively review the NPS evaluation data to ensure that the results are appropriate, reliable, and valid for measuring pupil progress. The Charter LEA may determine to conduct the evaluation(s) and/or choose to administer additional assessments with parent consent.

Legal References:

EDUCATION CODE

56205(c)

56198(b)(1)

ADMINISTRATION

Conflict of Interest

Every public agency is required to adopt and promulgate Conflict of Interest Codes in compliance with the Political Reform Act, Government Code section 81000, et seq. The Fair Political Practices Commission has adopted a standard set of regulations which contains the terms of the Conflict of Interest Code. (CCR, Title 2, Sec. 18730)

The standard regulations, enumerated in California Code of Regulations, Title 2, Sec. 18730, are hereby incorporated by reference. The Sonoma County Charter SELPA Chief Executive Officer's Council "CEO Council" members shall abide by the terms of the standard regulation.

Copies of the standard regulations can be obtained from the Sonoma County Charter SELPA.

Each participating charter in the Sonoma County Charter SELPA shall be responsible for adopting appropriate conflict of interest and ethics policies and regulations applicable to their representatives.

Legal Reference:
G.C. §§ 81000, et seq.

2 CCR § 18730

APPENDIX

Designated Positions/Disclosure Categories

It has been determined that persons occupying the following positions manage public investments and shall file a full statement of economic interests pursuant to Government Code 87200:

- Governing Board Members
- Superintendent of Schools

1. Persons occupying the following positions are designated employees in **Category 1** [public officials who manage public investments]:

- Deputy/Assistant/Associate Superintendent

Designated persons in this category must report:

- a. Interests in real property located entirely or partly within district/county office boundaries, or within two miles of district/county office boundaries or of any land owned or used by the district/county office. Such interests include any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments or business positions in or income from sources which:
 - (1) Are engaged in the acquisition or disposal of real property within the district/county office
 - (2) Are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district/county office or
 - (3) Manufacture or sell supplies, books, machinery or equipment of the type used by the district/county office.

2. Persons occupying the following positions are designated employees in **Category 2** [positions which involve the making or participation in the making of decisions which may foresee ably have a material effect on any financial interest]:

- None

Designated persons in this category must report investments or business positions in or income from sources which:

- a. Are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs, or
 - b. Manufacture or sell supplies, books, machinery or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category a principal's department is his/her entire school.
3. Consultants may also be designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district/county office, makes a governmental decision whether to: (2 CCR 18701)

- a. Approve a rate, rule or regulation
- b. Adopt or enforce a law
- c. Issue, deny, suspend or revoke a permit, license, application, certificate, approval, order or similar authorization or entitlement
- d. Authorize the district/county office to enter into, modify or renew a contract that requires district/county office approval
- e. Grant district/county office approval to a contract or contract specifications which require district/county office approval and in which the district/county office is a party
- f. Grant district/county office approval to a plan, design, report, study or similar item
- g. Adopt or grant district/county office approval of district/county office policies, standards or guidelines

A consultant is also an individual who, pursuant to a contract with the district/county office, serves in a staff capacity with the district/county office and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's Conflict of Interest Code. (2 CCR 18701)

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
ENGLISH LANGUAGE ARTS (ELA)
ENGLISH AS A SECOND LANGUAGE (ESL)
CALIFORNIA COMMON CORE STANDARDS (CCCS)
CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELD1)
ENGLISH LEARNER (EL)

In 2013, the State of California implemented a new method of funding public schools called the Local Control Funding Formula (LCFF). This formula is structured to allow for local decision-making for our schools based on Eight Priorities established by the California Department of Education:

- Engagement
 - Parent Involvement
 - Student Engagement
 - School Climate
- Student Outcomes
 - Basic Services
 - Course Access
 - Implementation of Common Core State Standards.
- Conditions of Learning
 - Student Achievement
 - Other Student Outcomes

The process of gathering stakeholder input for the school Local Control Accountability Plan (LCAP) ensures that the funding is targeted to meet the needs of our students.

Voices Academy has already gathered much parent input from your feedback throughout the years. However, as an involved partner with our school, we are requesting you continue to participate in meetings, workshop, surveys, and advisory groups to provide us additional input in order to create an optimum learning environment for our students.



For more information, visit our website at:

<http://voicesacademies.org/schools/voices-morgan-hill>

Complete LCAP

<http://voicesacademies.org/wp-content/uploads/2017/07/Morgan-Hill-Voices-LCAP.pdf>



LCAP GOALS



Voices Academy Morgan Hill is committed to providing your child an educational experience that is safe, healthy, rigorous and meaningful.

Thanks to the collaborative efforts of the Voices community, our Local Control Accountability Plan will serve as guide to best prepare our students for the challenges of higher education.

VOICES COLLEGE-BOUND LANGUAGE ACADEMY
MORGAN HILL

LCAP GOALS
2017-20

1

Voices Academy will recruit, develop, hire, and maintain highly qualified teachers that will deliver high quality Common Core standard based instruction.

2

Parents participate in school experiences that assist with student success.

3

Voices will maintain an engaging, positive, and safe school culture and environment.

4

Voices instructional strategies, interventions and support services will be designed to support EL's and other struggling subgroups. Voices will use standards aligned instructional materials, curriculum, resources and technology that will prepare students for college and career success. All students will become proficient bilingual speakers, readers and writers.

Over the current year, Voices plans to take the following steps to achieve these goals:



GOAL 1

- Voices restructured its salary scale and provided a salary raise for teachers in order to attract and retain high capacity teachers.
- An instructional coach and principal will provide direct support to teachers in the classroom and deliver professional development to teachers and paraprofessionals.

GOAL 2

- Increase Parent Liaison time to develop and promote parent involvement.
- Provide funding for childcare and parent meetings/activities.
- Provide a yearly parent climate and culture survey.

GOAL 3

- Contract and/or purchase enrichment activities/curriculum for students. Including CCCS aligned arts enrichments curriculum licensing and materials, fitness, Typing Without Tears, dance, etc.
- Provide regular maintenance and custodial services of school facility with adequate supplies.

GOAL 4

- Adaptive technology-based, standards-based reading and math programs will be purchased for in-class and intervention personalized learning opportunities.
- Purchase assessment system to measure Spanish Language development.
- Associate Teachers conduct summer CELDT testing for ELs.
- Purchase benchmark assessment licenses for ELA and Math.
- Purchase classroom technology including laptops, ipads, and projectors needed for blended learning.



Final

LCAP Year 2017-18 2018-19 2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum:](#) General instructions & regulatory requirements.

[Appendix A:](#) Priorities 5 and 6 Rate Calculations

[Appendix B:](#) Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Voices College-Bound Language Academy at Morgan Hill

Contact Name
and Title

Frances Teso, CEO

Email and
Phone

fteso@voicescharterschool.com, (408) 791-1609

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Voices College-Bound Language Academy at Morgan Hill serves a high needs community with the mission to empower students with the right mindsets and critical thinking expertise to succeed in college and within the larger society. By providing an academically rigorous dual-language program, Voices Academy at Morgan Hill students will develop the knowledge and skills to engage critically in their community and view their education as a vehicle for social mobility.

We serve approximately 136 students Kinder through 2nd grade. We will grow a grade per year until we reach full capacity at K-8th. We are small school with a big heart. Our student population is 72% English learner (EL) and 71% are classified as Low Income, our LCFF Unduplicated count is 85.5%. A vast majority of our EL students speak Spanish. Our student population is made up of various ethnicities with the majority of our students identifying as Hispanic/Latino; other ethnicities include White, African American, and Asian.

Guided by the school values (In Lak'ech, Si Se Puede Attitude, Scholarship, and Activism), Voices Morgan Hill works to create a vibrant school culture. Students participate in positive learning experiences that instill in them the idea that graduating from college is an attainable goal. Parents engage in school activities such as workshops, classes, meetings, and social and academic events, and work to empower their children and one another. Staff firmly believes that all students can achieve at high academic levels, and welcomes opportunities for professional development and growth.

Approved

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The support and feedback of stakeholders helped us identify four areas of focus. For the next three years, we will work to improve student outcomes and services.

- **GOAL 1: Highly qualified teachers:** Voices will recruit, develop, hire, and maintain highly qualified teachers that will deliver high quality Common Core standard based instruction. *3 actions/services (pp.21-24) \$636,880*
- **GOAL 2: Instructional strategies and support services for ELs and all:** Voices Academy instructional strategies, interventions and support services will be designed to support ELs and other struggling subgroups. All students will become proficient bilingual speakers, readers and writers. *5 actions/services (pp.25-31) \$50,360*
- **GOAL 3: Parents involvement that leads to student success:** Parents will participate in school experiences that assist with student success. *3 actions/services (pp.32-36) \$37,367*
- **GOAL 4: Engaging, Safe Culture and Environment:** Voices will maintain an engaging, positive, and safe school culture and environment. *2 actions/services (pp.36-39) \$389,452*

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Voices Morgan Hill has successfully overcome all obstacles in the first two years of operation. The school remains fully committed and determined to service the parents and students of the Morgan Hill community.

The newly released California Dashboard does not include information that Voices Morgan Hill can share in this section, since the 17-18 school year will be the first year students participate in State summative assessments (SBAC/CAASPP).

GREATEST PROGRESS

Greatest progress based on interim and homegrown benchmark assessments include:

- Math: 50% of 1st grade students are at grade level after the 2nd benchmark.
- Proficiency level in first language: compared to previous year, a larger percentage of students read at proficient levels in their first language, English or Spanish
- Local data indicates a teacher retention rate of 83%

The school and the parent community have formed a strong relationship in these two years. Parent involvement and engagement is essential for the success of all students, and Morgan Hill parents understand this. 100% of parents indicated they are satisfied with the school culture and environment on the annual survey.

Approved

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

As mentioned before, the 16-17 schoolyear is the school's second year of operation. For this reason, there is no data for any performance indicator from the California Dashboard.

GREATEST NEEDS

However, the following areas have been identified as areas of focus:

- Regular school attendance: Overall ADA of 95.4% indicates a need to increase parent awareness on the importance of regular attendance. The school will work with the parent community to identify additional strategies to improve overall ADA.
- Reading: The reading levels of a large % of 1st and 2nd graders are not at grade level
- Facilities and traffic: Parents expressed concerns about the facilities, and about traffic during pick and drop off times.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Interim data shows no disproportional performance among groups.

PERFORMANCE GAPS

Voices Morgan Hill will continue to strengthen services for English Learners and other groups. At the same time, the school will strengthen services and interventions aimed to support the individual needs of all students.

The analysis of interim data indicates gaps in reading for students that do not begin the Voices program in Kinder.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Voices recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups and re school-wide programs. While the majority of students served will be focus students (seventy percent or more), there may be other students in need that Voices does not want to ignore. By providing the service identified without limitations, Voices will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Voices Local Control and Accountability Plan and addresses the needs of our school's English learners, low income students and foster youth.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$ 2,204,812
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 1,116,559

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Majority of principal and associate teacher wages and benefits, as well as the business manager and other support staff wages and benefits are not included within the Goals. Additionally, necessary furniture, material, supplies, services required for students (including SPED related services), utilities, food services, district oversight fees and depreciation are not within the goals.

\$ 1,701,322

Total Projected LCFF Revenues for LCAP Year

Approved

Annual Update LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Voices Academy will recruit, develop, hire, and maintain highly qualified teachers that will deliver high quality Common Core standard based instruction.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Voices will decrease the percentage of teachers on waiver by 5% (as compared to prior year, with an ultimate goal of <15%) and retain high capacity teachers (as compared to prior year, with an ultimate goal of 70%).

Increase percent of teachers that express satisfaction with the support they receive from their coach on end of year teacher survey (compared to prior year rate with an ultimate goal of >80%).

State summative data will show a 5% growth overall (students at or above standard in language arts and math) compared to prior year levels (Baseline 17-18 SY).

ACTUAL

80% of teachers on waiver, compared to 100% from last year, a decrease of 20%
4 out of 6 teachers (67%) express satisfaction with the level of support they receive from their coach in self-reported surveys, same as previous year. Survey data indicates a need for supports specific to teacher's needs.

No State Summative data to share. 2017-18 will be the first year of State testing for our students.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1.1**

Approved

<p>PLANNED Voices has restructured its salary scale and provided a salary raise for teachers in order to attract and retain high capacity and mission aligned teachers.</p>	<p>ACTUAL Scaled restructured. Certificated Personnel Salary + Benefits (salary increase range 2% - 19%).</p>
<p>Certificated Personnel Salary + Benefits (salary increase range 2% - 19%). BUDGETED Cost of Personnel, \$49,100 avg per teacher (6.5 FTE [teachers]) Code 1000 s: Certificated Salaries \$319,400 + Code 3000 s: Benefits, certificated positions \$77,620 LCFF Base: 1100 - \$250,255 & 3000s - \$62,365 EPA: 1100 - \$21,725 & 3000s - \$5,275 State and Federal Special Education Funds: 1200 - \$20,920 & 3000s - \$5,080 Title I: 1100 - \$26,500 & 3000s - \$4,900</p>	<p>ESTIMATED ACTUAL Cost of Personnel, \$51,430 average per teacher (6 FTE [teachers]) Totals: \$ 289,751 certificated salaries (1000), benefits \$ 65,874 (3000) LCFF Base: \$229,766 (1000s) and \$54,147 (3000s) EPA: \$22,167 (1000s) and \$4,569 (3000s) State and Federal Special Education Funds: \$9,651 (1000s) and \$1,607 (3000s) Title I: \$28,167 (1000s) and \$5,550 (3000s)</p>

Actions/Services

Expenditures

1.2

Action

<p>PLANNED Teacher Development: an instructional .5 FTE coach and .2 FTE principal will provide direct support to teachers in the classroom and deliver professional development to teachers and paraprofessionals.</p>	<p>ACTUAL An instructional .5 FTE coach and .2 FTE principal provided direct support to teachers in the classroom and delivered professional development to teachers and paraprofessionals. There were approximately 360 observations and feedback cycles done, and one PD was delivered every week, with few exceptions.</p>
<p>BUDGETED 0.5 FTE Instruction al Coach + 0.2 FTE Principal \$8,288 Base Funding \$54,427 Supplemental Grant Funding Codes - 1300: Certificated Supervisors' and Administrators' Salaries + 3000s: Benefits and payroll taxes (3100, 3301, 3401, 3501, 3601, 3901) 1300 - \$47,940 & 3000s - \$14,775</p>	<p>ESTIMATED ACTUAL \$46,770 LCFF S/C (1300) \$ 3,400 LCFF S/C (1900s) \$11,154 LCFF S/C (3000s)</p>

Actions/Services

Expenditures

Approved

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Actions and services for this goal were generally implemented as planned. The school was able to hire the necessary qualified teaching staff for this year's operation. The principal and coach provided direct support in the classroom, feedback based on observations, and weekly professional development.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Local data indicates an increase in high capacity teacher retention. The salary scale provides competitive salaries for teachers. Due to the high living costs of the Bay Area, teachers have expressed how important a competitive salary truly is.</p> <p>A network wide survey indicated there is a particular desire for continued teacher professional development. Teachers at Voices Morgan Hill expressed the need for professional development to continue and for professional development to address individual needs.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Loss of .5 FTE in first part of year resulted in lower 1000s of \$15,200 and related 3000s of \$2,250. Additionally, budgeted returning teachers higher in salary than actual teacher when school started.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>Teacher Induction program (BTSA) will be offered to qualifying teachers to add another layer of individual support.</p> <p>Metrics have been adjusted to ensure alignment with School Charter.</p>

Approved

Goal 2

Voices instructional strategies, interventions and support services will be designed to support ELs and other struggling subgroups. Voices will use standards aligned instructional materials, curriculum, resources and technology that will prepare students for college and career success. All students will become proficient bilingual speakers, readers and writers.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase the percent of students that score an Overall score of 3 or higher on the LAS Links Spanish assessment as compared to prior year.

There will be an increase in the percent of students at or above grade level as indicated by state summative data as compared to prior year levels (17/18 Baseline year).

ACTUAL

11% of the students who took LAS Links Spanish scored 3 or higher.

There is no state summative data. 2017-18 will be the first testing year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

2.1

<p>PLANNED Adaptive technology-based, standards-based reading and math program licenses will be purchased for in-class and intervention personalized learning opportunities (Dreambox and Achieve 3000).</p>	<p>ACTUAL Dreambox (all grades) and Achieve 3000 (2nd grade) licenses were purchased.</p>
<p>BUDGETED Achieve 3000 \$85 * Grade 2 – 8 students = \$2,040 DreamBox \$22.50 * all students = \$3,150 Object Code -- 4400: Noncapitalized Equipment Supplemental Funds \$2,625 Title III \$ 2,565</p>	<p>ESTIMATED ACTUAL Total: \$2,292 LCFF S/C (4400) \$1,675 – Achieve 3000 \$ 618 - Dreambox</p>

Expenditures

Approved

2.2

Action

Actions/Services

Expenditures

<p>PLANNED Purchase LAS Links licenses to measure Spanish Language development.</p>	<p>ACTUAL LAS Links licenses were purchased to measure Spanish Language development of students whose primary language is English.</p>
<p>BUDGETED FY 15/16 \$5.50 per student + COLA % - budget \$135 Supplemental funds Object Code - 5500: Operations and Housekeeping Services</p>	<p>ESTIMATED ACTUAL \$0</p>

2.3

Action

Actions/Services

Expenditures

<p>PLANNED Purchase benchmark assessments (Illuminate, NWEA and PKRS)</p>	<p>ACTUAL Illuminate, NWEA, and PKRS were purchased. All three assessments provide a variety of data that was analyzed after each benchmark to drive classroom instruction.</p>
<p>BUDGETED \$1,110 Supplemental Funding Code - 5500: Operations Illuminate \$2.50/student (K+) NWEA Science \$2.50/student (2+) NWEA Math, Reading & Language \$11/student (2+) PKRS Flat \$434 + Cola</p>	<p>ESTIMATED ACTUAL \$1,130 LCFF S/C (5800)</p>

Approved

2.4

Action

Actions/Services

<p>PLANNED Associate Teachers will administer CELDT assessment to EL students during the summer break.</p>	<p>ACTUAL 2 Associate Teachers administered CELDT assessment to EL students during the summer.</p>
<p>BUDGETED \$410 Supplemental Funds Codes - 2100: Classified Instructional Salaries</p>	<p>ESTIMATED ACTUAL \$ 1,443 LCFF S/C (2100) \$ 232 LCFF S/C (3000)</p>

Expenditures

2.5

Action

Actions/Services

<p>PLANNED Purchase classroom technology including laptops, ipads, and projectors needed for blended learning.</p>	<p>ACTUAL The school purchased 30 Chromebooks, 28 ipads, 5 lcd projectors, and 5 document cameras.</p>
<p>BUDGETED \$15,000 Code - 4400: Noncapitalized Equipment \$ 4,960 Supplemental Funding \$10,040 Public Charter School Grant Funds</p>	<p>ESTIMATED ACTUAL \$ 2,292 – LCFF S/C (4400) \$ 362 – State SPED (4400) \$22,065 - Public Charter School Grant Funds (4400)</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Approved

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Actions/services were implemented as planned. Associate teachers administered CELDT during the summer. All computer systems (licenses) and benchmark assessments were purchased in time and used within our timelines. The school purchased Chromebooks, ipads, projectors, and document cameras.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>To increase the effectiveness of adaptive technology-based computer systems, it was determined that teachers and school staff will benefit from additional training. Achieve 3000 is a system that provides a wide range of useful data and features. Representatives from Achieve will coordinate with the school to provide additional training to new and returning staff.</p> <p>LAS Links data shows a higher percentage of students in levels 1 and 2. A significant increase in the number of students in levels 3 and 4 is expected due to the nature of the school program. The adaptive technology-based, standards-based reading and math program for in-class and intervention personalized learning opportunities will support this process.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Larger purchase of technology occurred due to an extension in the Public Charter School Grant Program from July 2016 to July 2017. CELDT testing and local scoring lasted longer than expected resulting in actual higher than budgeted. These two are slightly offset by the Title III consortium, in which fees for service provided under Title III were provided by the lead and expense is on the leads books.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>Although the implementation of adaptive-technology based programs occurred as planned, and all students have access to these systems at school and at home, there is a need for staff training. Teacher input, as well as coach and principal input, indicate a need to provide specific training that would allow for the best use of these systems and the data they produce. The purchase of program licenses will include additional trainings and visits from representative of these organizations, which will serve to support teachers and ultimately serve the specific needs of all students.</p> <p>With CELDT transitioning into ELPAC, we will modify text in action 2.4. See Goal 2 (pg.30)</p> <p>Metrics have been adjusted to ensure alignment with School Charter.</p>

Approved

Goal 3

Parents participate in school experiences that assist with student success.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase the percent of parents that view themselves as empowered to help their child succeed as reported on the annual parent survey compared to prior year.

ACTUAL

98% of parents self-reported as empowered to help their child succeed, compared to 100% from previous year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

3.1

<p>PLANNED Increase Parent Liaison time to .75 FTE to develop and promote parent involvement.</p>	<p>ACTUAL Parent Liaison time was increased to .75 FTE.</p>
<p>BUDGETED \$37,845 Supplemental Grant Funding Object Code - 2200 Classified Support Salaries + 3000s Benefits and payroll taxes (3302, 3402, 3502, 3602, 3902) 2200 - \$28,155 & 3000s - \$9,690</p>	<p>ESTIMATED ACTUAL \$28,955 LCFF S/C (2000) \$ 9,396 LCFF S/C (3000)</p>

Actions/Services

Expenditures

Approved

3.2

Action

<p>PLANNED Provide funding for child care and parent meetings/activities.</p>	<p>ACTUAL Child care was provided for 80% of the parent activities. There were more than 25 parent meetings, classes, or workshops. See Stakeholder Engagement section (pg. 19) for more details.</p>
<p>BUDGETED \$1,000 Supplemental Code - 2900: Other Classified Salaries, 3000s: Benefits and Payroll Taxes, 5800: Operating Expenditures</p>	<p>ESTIMATED ACTUAL \$4,886 LCFF S/C (5800s) \$3,180 PCSGP (5800s)</p>

Actions/Services

Expenditures

3.3

Action

<p>PLANNED Provide a yearly parent climate and culture survey.</p>	<p>ACTUAL The school provided a parent climate and culture survey in collaboration with the Survey Research Institute of the Teachers College, Columbia University.</p>
<p>BUDGETED \$400 Supplemental Code - 5800: Operating Expenditures</p>	<p>ESTIMATED ACTUAL \$400 LCFF S/C (5800s)</p>

Actions/Services

Expenditures

Approved

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Actions and services for this goal were implemented as planned. The Parent Liaison worked to promote parent involvement, maintain a welcoming school environment, and increase awareness about the importance of regular attendance. Child care was provided for a large percentage of activities. The school provided a parent climate and culture survey.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>The parent liaison coordinated support and services for students and parents, including child care for school activities, and provided parents with school or community resources and information. Voices Morgan Hill understands that it is essential to create opportunities for parent participation in school experiences that assist with student success. This year, such activities included: ESL classes for parents, parenting classes offered by Family and Children Services, field trips to universities, parents involved in the activism aspect of the school values, workshops, paint night, parent book club, and others.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>In the parent survey, 100% of respondents reported viewing themselves as empowered to help their children succeed</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>There was larger activity due to an extension in the PCSGP grant and use to provide parents with material to provide education. Multiple events for parents were performed going above and beyond. Metrics have been adjusted to ensure alignment with School Charter.</p>

Goal 4

Voices will maintain an engaging, positive, and safe school culture and environment.

Approved

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

80% of parents will indicate they are satisfied with the school culture and environment on the annual survey.

ACTUAL

100% of parents indicated they are satisfied with the school culture and environment on the annual survey.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4.1**

<p>PLANNED Contract and/or purchase enrichment activities/curriculum for students. Including CCCS aligned arts enrichment curriculum licensing and materials, fitness, Typing Without Tears, dance, etc.</p>	<p>ACTUAL Contracted and/or purchased enrichment activities/curriculum for students. Including CCCS aligned arts enrichment curriculum licensing and materials, fitness, Typing Without Tears</p>
<p>BUDGETED \$5,000 Supplemental Code - 4300: Materials and Supplies Code - 5200: Travel Code - 5800: Professional Services</p>	<p>ESTIMATED ACTUAL \$2,592 LCFF S/C (4300)</p>

Expenditures

Action **4.2**

Approved

<p>PLANNED Provide regular maintenance and custodial services of school facility with adequate supplies.</p>	<p>ACTUAL Voices provided a facility suitable for the implementation of the charter school program. The facility is in good repair and has the necessary safety components. The cost of the rent of the facility was added to the estimated actual of this action. See object code 5600 below.</p>
<p>BUDGETED \$12,911 Base Funds \$5,322 Supplemental Funds Codes - 2900: Other Classified Salaries, 3000s: Benefits & Payroll Taxes, 4300: Materials and supplies, & 5600 Repairs and Noncapitalized improvements</p>	<p>ESTIMATED ACTUAL \$50,811 LCFF S/C Total - \$ 7,865 LCFF S/C (2900) - \$ 837 LCFF S/C (3000) - \$ 2,994 LCFF S/C (4300) - \$39,114 LCFF S/C (5600) \$ 99,750 SB740 (5600) \$ 359 PCSGP (4300)</p>

Actions/Services

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Actions/services for this goal were implemented as planned. All grade levels had an opportunity to experience different enrichment activities and organized games. Custodial services kept the facilities in good repair.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>We are satisfied with the overall effectiveness of these actions/services. The facilities are kept in good repair and students are provided with enrichment materials/curriculum CCCS aligned. We would like to increase staff knowledge in regards to additional organized enrichment activities by providing training. Parents would like to have more space for students to do additional physical enrichment activities in the future.</p>
<p></p>	<p>In relation to the facilities, throughout the school year, parents expressed their concern about not having a permanent facility with enough classrooms to sustain the program at full capacity.</p>

Approved

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget changes reflect the cost of the rent of the facility. The primary difference is that rent is included in the object code 5600. This is offset by the custodial services were lower than budgeted. Custodian was budgeted at .5 FTE, but performed .4 FTE.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The second action of this goal will be modified to say the school will provide a safe campus, additional to providing regular maintenance and custodial services. The action's budgeted expenditures will account for the rent of the facilities. See Goal 4 (pg.39)

Metrics have been adjusted to ensure alignment with School Charter.

Stakeholder Engagement

2017-18 2018-19 2019-20

PLANNING PROCESS FOR LCAP AND ANNUAL UPDATE

With whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Bound Language Academy Morgan Hill is committed to providing children an educational experience that is safe, healthy, rigorous and meaningful. The school at meaningful stakeholder is an important part of developing an effective plan. Throughout the school year, students, parents, staff, and community members provide the site with feedback via surveys, conversations, consultations and discussions on our goals, actions, and services. Additionally, the school disseminates a brochure that summarizes the school's goals and actions. The brochure's main goal is to increase transparency and stimulate feedback for parents and staff. All materials are provided in English and Spanish. All materials sent home are in English and Spanish.

How did you gather parent input/feedback on LCAP goals, school progress, needs, academic program, etc. :

Principal – September 8th, October 12th, November 14th, January 11th, February 8th, March 8th, April 19th, May 10th,

Community Meetings – September 13th, October 4th, November 7th, December 5th, January 12th, February 2nd, February 27th, March 27th,

Surveys: October 6th, November 9th, January 26th, February 23rd,

Workshops: Spanish Parent Workshop on Dreambox and RazKids – February 2nd, Guided Reading Parent Workshop – February 10th, Math Parent Workshop – February 14th, Parent Workshop – February 28th,

Parent Survey sent out on January 24th, due on February 7th.

Activities:

Open House Night (September 20th)

Open House two times a week from 8:30-11:30 starting on January 30th, ending June 19th.

Open House Club (Once a month, except December; one AM meeting and one PM meeting on the same day)

Open House Walk (March 2nd)

How was staff consulted during the school year in staff meetings and PDs. They too received the LCAP brochure.

Approved

P AND ANNUAL UPDATE

consultations impact the LCAP for the upcoming year?

out indicates we still have the need for our current goals. We will address progress periodically and adjust as necessary.

king, parents appreciated the school providing parent ESL classes. Parents expressed a desire to continue with these classes. Other parents expressed t
n meetings to an earlier time, or to alternate times (not always at 6PM). The school will continue to fund and increase opportunities for parent participation

ndicated adaptive technology online s systems are useful tools. They expressed a need to implement these in the classroom and as intervention services
they provide. The school will coordinate the representatives from Dreambox and Achieve 3000 to include training as part of the purchase of licenses. Dur
ad questions about Dreambox & RazKids, so the school organized workshops for parents led by the principal and coach in February. See Goal 2 (pg. 23).

dicated a need to look for alternative strategies to reduce traffic during morning and drop off times. Parents had concerns about the traffic flow in and out o
ained about others driving too fast. Adjustments during the school year alleviated traffic and made drop off and pick up times safer and more efficient. Se

sed the desire to maintain teachers. Overall, 96% rated teachers as very effective. See goal 1 (pg. 19)

cluded:

- desire to look for additional enrichment activities for the students
- ed for more rooms or space, bigger school because we are still growing
- desire to have additional staff to make communication more efficient

Approved

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 1

Voices Academy will recruit, develop, hire, and maintain highly qualified teachers that will deliver high quality Common Core standard based instruction.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

- Local data shows that 20% of teachers are fully credentialed. 100% deliver high quality instruction and are appropriately assigned.
- There is no SBAC data to analyze, but interim data indicates a need to focus in the area of mathematics.
- Increase the percent of teachers that self-report the school provides opportunities for professional development that are aligned to their needs.
- Increase or maintain the retention rate of high capacity teachers of 83%.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20	
Local Data for Accountability	20% of teachers fully credentialed The school is in "Good" repair All students have access to approved standard-aligned curricula, materials, resources, and technological supplements	35% of teachers fully credentialed The school will be in "Good" repair All students have access to approved standard-aligned curricula, materials, resources, and technological supplements	The school will be in "Good" repair All students have access to approved standard-aligned curricula, materials, resources, and technological supplements	≥50% The school will be in "Good" repair All students have access to approved standard-aligned curricula, materials, resources, and technological supplements	≥75% The school will be in "Good" repair All students have access to approved standard-aligned curricula, materials, resources, and technological supplements
SBAC Data ELA & Math % Standard Met/Exceeded (All)	2017-2018 SBAC Data not available	All ELA 40% All Math 45%	All ELA 45% All Math 50%	All ELA 50% All Math 55%	
SBAC Data ELA & Math % Standard Met/Exceeded (ELs)	2017-2018 SBAC Data not available	EL ELA 25% EL Math 30%	EL ELA 30% EL Math 35%	EL ELA 35% EL Math 40%	

Approved

SBAC Data ELA & Math % Standard Met/Exceeded (Econ. Disadvantaged)	2017-2018 SBAC Data not available	EL ELA 35% EL Math 35%	EL ELA 40% EL Math 40%	EL ELA 45% EL Math 45%
CELDT EL % Early Advanced and Advanced	4% (15-16 data)	≥10%	≥15%	≥20%
NWEA MAP Scores ELA & Math % Proficient (All)	2017-2018 NWEA/MAP Data not Available	ELA 27% Math 25%	ELA 32% Math 30%	ELA 37% Math 35%
RFEP Rate	10%	≥20%	≥25%	≥30%
Local Data – Teacher Participation in Professional Development (SIOP, systematic ELD, or CCSS training as need)	100% classroom teachers participated in professional development training (SIOP, or systematic ELD, or CCSS training)	100%	100%	100%
Teacher Survey – Self Reported	67% report feeling positively about the level of support	≥75%	≥80%	≥80%
Teacher Retention Rates – Local data	83%	≥80%	≥80%	≥80%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

All Students with Disabilities [Specific Student Group(s)] _____
 All schools Specific Schools: _____ Specific Grade spans: _____
Location(s) _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

English Learners Foster Youth Low Income
Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
 All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

Approved

New
 Modified
 Unchanged
 New
 Modified
 Unchanged

Voices has restructured its salary scale and provided a salary raise for teachers in order to attract and retain high capacity teachers. Certificated Personnel Salary + Benefits (salary increase range 2% - 19%).

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$ 579,812 Total (a) \$487,500 (b) \$101,312	Amount	\$ 796,734 Total (a) \$647,700 (b) \$149,034	Amount	\$960,756 Total (a) 769,377 (b) 191,379
Source	LCFF Base (a), (b) EPA (a), (b) State and Federal Special Education Funds (a), (b) Title I (a), (b)	Source	LCFF Base (a), (b) EPA (a), (b) State and Federal Special Education Funds (a), (b) Title I (a), (b)	Source	LCFF Base (a), (b) EPA (a), (b) State and Federal Special Education Funds (a), (b) Title I (a), (b)
Budget Reference	Object Code: (a) 1000s (b) 3000s	Budget Reference	Object Code: (a) 1000s (b) 3000s	Budget Reference	Object Code: (a) 1000s (b) 3000s

Action 1.2

For Actions/Services not included as contributing to meeting the increased or improved services requirement:

All
 Students with Disabilities
 [Specific Student Group(s)]
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the increased or improved services requirement:

English Learners
 Foster Youth
 Low Income
Scope of Services
 LEA-wide
 Schoolwide
OR
 Limited to Unduplicated Student Group(s)
Location(s)
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

Approved

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teacher Development: and 1.0 FTE instructional coach and .2 FTE principal will provide direct support to teachers in the classroom and deliver professional development to teachers and paraprofessionals.		
<u>BUDGETED EXPENDITURES</u>		
2017-18	2018-19	2019-20
Amount	Amount	Amount
\$57,068 Total (a) \$47,096 (b) \$9,972	\$97,297 Total (a) \$79,097 (b) \$18,200	\$100,747 Total (a) \$80,679 (b) \$20,068
Source	Source	Source
LCFF S/C (a), (b)	LCFF S/C (a), (b)	LCFF S/C (a), (b)
Budget Reference	Budget Reference	Budget Reference
Object Code: (a) 1000s (b) 3000s	Object Code: (a) 1000s (b) 3000s	Object Code: (a) 1000s (b) 3000s

Action **1.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

All Students with Disabilities [Specific Student Group(s)]
 All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

English Learners Foster Youth Low Income
 Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
 All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide BTSA induction for qualified teachers.		

Approved

BUDGETED EXPENDITURES

2017-18

Amount	\$ 2,500	2018-19	Amount	\$ 2,500	2019-20	Amount	\$ 2,500
Source	LCFF S/C	Source	LCFF S/C	Source	Source	LCFF S/C	LCFF S/C
Budget Reference	Object Code: 5300	Budget Reference	Object Code: 5300	Budget Reference	Budget Reference	Object Code: 5300	Object Code: 5300

New

Modified

Unchanged

Goal 2

Voices instructional strategies, interventions and support services will be designed to support EL's and other struggling subgroups. Voices will use standards aligned instructional materials, curriculum, resources and technology that will prepare students for college and career success. All students will become proficient bilingual speakers, readers and writers.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

- Increase the % of English Only students at 3 or higher in LAS Links Spanish.
- Maintain teacher participation in professional development (SIOP, systematic ELD, CCSS), and provide training to staff on adaptive technology-based, standards-based reading and math programs and technology devices.
- Increase attendance rate (ultimate goal of ≥95%ADA), and reduce chronic absenteeism rate.
- Maintain the average % of students tardy on a daily basis below 8%.
- 70% EL's.
- 71% FR/R.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% Average Daily Attendance	95.4%	≥95%	≥96%	≥97.0%
Average % of students tardy on a daily basis	5.8%	≤7.0%	≤7.0%	≤7.0%

Approved

Chronic Absenteeism Rate	13%	≤10%	≤7.0%	≤5.0%
Local Data – Course Access: % students, including all student groups, unduplicated students, and students with exceptional needs have access to and enroll in a broad course of study as higher in LAS Links Spanish Assessment	100%	100%	100%	100%
% Student with access to technology	11%	15%	20%	25%
% 8 th grade students completing and passing all components of Voices Exit Presentation	100%	100%	100%	100%
N/A in current grades served	N/A in current grades served	N/A in current grades served	N/A in current grades served	N/A in current grades served
Cumulative percent of 5th & 7th grade students in the Healthy Fitness Zone (HFZ) in 5 of 6 fitness standards	N/A in current grades served	N/A in current grades served	N/A in current grades served	≥75.0% (5 th grade only)
See Goal 1 (pg.23) for indicators on State Priorities 2 & 4				

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

Approved

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Adaptive technology-based, standards-based reading and math program licenses will be purchased for in-class and intervention personalized learning opportunities (Dreambox and Achieve 3000).		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$ 11,177	\$ 17,913
Source	LCFF S/C	LCFF S/C
Budget Reference	Object Code: 4400	Budget Reference Object Code: 4400

2.2

Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____
---	--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____
<input type="checkbox"/> Limited to Unduplicated Student Group(s)	<input type="checkbox"/> Limited to Unduplicated Student Group(s)	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase LAS Links licenses to measure Spanish Language development.		

Approved

BUDGETED EXPENDITURES

2017-18

Amount	\$ 1,095
Source	LCFF S/C
Budget Reference	Object Code: 5800

2018-19

Amount	\$ 1,408
Source	LCFF S/C
Budget Reference	Object Code: 5800

2019-20

Amount	\$ 1,728
Source	LCFF S/C
Budget Reference	Object Code: 5800

Action 2.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	
Purchase benchmark assessments (Illuminate, NWEA and PKRS)	

2018-19

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	

BUDGETED EXPENDITURES

2017-18

Amount	\$ 2,027
Source	LCFF S/C

2018-19

Amount	\$ 2,997
Source	LCFF S/C

2019-20

Amount	\$ 3,994
Source	LCFF S/C

Approved

Action **2.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
 Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income
 Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s) _____
 Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Associate Teachers will administer CELDT assessment to EL students during the summer break.

2018-19

New Modified Unchanged

Associate Teachers will administer ELPAC assessment to EL students during the summer break.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount
 \$2,144 Total
 (a) \$1800
 (b) \$ 344

Source
 LCFF S/C (a), (b)

Budget Reference
 Object Code: (a) 2000s (b) 3000s

Budget Reference
 Object Code: 5800

2018-19

Amount
 \$2,644 Total
 (a) \$2,200
 (b) \$ 444

Source
 LCFF S/C (a), (b)

Budget Reference
 Object Code: (a) 2000s (b) 3000s

Budget Reference
 Object Code: 5800

2019-20

Amount
 \$3,235 Total
 (a) \$2,700
 (b) \$ 535

Source
 LCFF S/C (a), (b)

Budget Reference
 Object Code: (a) 2000s (b) 3000s

Budget Reference
 Object Code: 5800

Approved

Action **2.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

All Students with Disabilities [Specific Student Group(s)] _____
Students to be Served
 All schools Specific Schools: _____ Specific Grade spans: _____
Location(s)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

English Learners Foster Youth Low Income
Students to be Served
Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s) _____
 All schools Specific Schools: _____ Specific Grade spans: _____
Location(s)

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase classroom technology including laptops, ipads, and projectors needed for blended learning.			

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$33,918 Total (a) \$30,780 (b) \$ 3,138	\$17,114 Total (a) \$13,849 (b) \$ 3,265	\$12,747 Total (a) \$9,417 (b) \$3,330
Source	LCFF S/C (a), (b) PCSGP (a) \$30,000	LCFF S/C (a), (b)	LCFF S/C (a), (b)
Budget Reference	Object Code: (a) 4400 (b) 5300	Object Code: (a) 4400 (b) 5300	Object Code: (a) 4400 (b) 5300

Approved

New Modified Unchanged

Goal 3

Parents participate in school experiences that assist with student success.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

- Maintain opportunities for parent input and decision making
- Increase or maintain the number of community building activities
- Maintain the percent of parents that view themselves as empowered to help their child succeed.
- Maintain the number of parents reporting participating in meetings and workshops offered by the school
- Maintain the number of parent meetings/activities and the child care provided.
- 70% EL's.
- 71% FR/R.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
# of opportunities for parent input and decision making	2-3 per month (cafecito, community gathering, ELAC or other parent committee meeting)	2-3 per month	2-3 per month	2-3 per month
# of community building activities	30	≥20	≥20	≥20
Parent Survey Self-Reported - % parents stating they view themselves as empowered to help their child succeed	98%	≥90%	≥90%	≥90%
Parent Survey Self-Reported - % parents attending meetings and workshops	94%	≥80%	≥80%	≥80%
CELDT EL % Early Advanced and Advanced	4% (15-16 data)	≥10%	≥15%	≥20%

Approved

RPEP Rate	10%	≥20%	≥25%	≥30%
See Goal 1 (pg.23) for indicators on State Priority 4				

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase Parent Liaison time to .75 FTE to develop and promote parent involvement.	A Dean of Culture will be hired to promote parent involvement and a more positive school culture.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$35,340 Total (a) \$29,664 (b) \$ 5,676	Amount	Amount
		\$87,829 Total (a) \$71,400 (b) \$16,429	\$90,944 Total (a) \$72,828 (b) \$18,116

Approved

Source	LCFF S/C (a), (b)	Source	LCFF S/C (a), (b)
Budget Reference	Object Code: (a) 2000s (b) 3000s	Budget Reference	Object Code: (a) 2000s (b) 3000s

Action 3.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

All Students with Disabilities [Specific Student Group(s)]
 All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

English Learners Foster Youth Low Income
 Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
 All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged
 Provide funding for child care and parent meetings/activities.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$1,619 Total (a) \$ 1,500 (b) \$ 100 (c) \$ 19
Source	LCFF S/C (a), (b), (c)
Budget Reference	Object Code: (a) 5800 (b) 2000s (c) 3000s

2018-19

Amount	\$1,662 Total (a) \$1,530 (b) \$ 110 (c) \$ 22
Source	LCFF S/C (a), (b), (c)
Budget Reference	Object Code: (a) 5800 (b) 2000s (c) 3000s

2019-20

Amount	\$1,706 Total (a) \$1,561 (b) \$ 121 (c) \$ 24
Source	LCFF S/C (a), (b), (c)
Budget Reference	Object Code: (a) 5800 (b) 2000s (c) 3000s

Approved

Action **3.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

All Students with Disabilities [Specific Student Group(s)] _____
 All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

English Learners Foster Youth Low Income
Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
 All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged		<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a yearly parent climate and culture survey.			

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$407	\$489	\$587
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Object Code: 5800	Object Code: 5800	Object Code: 5800

Approved

New Modified Unchanged

Goal 4

Voices will maintain an engaging, positive, and safe school culture and environment.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

- Increase attendance rate (ultimate goal of ≥97%ADA) and reduce chronic absenteeism rate
- Decreased the average percent of students tardy on a daily basis with an ultimate goal of 7% or less.
- Increase the percent of students self-report feeling safe at school with a goal of at least 85%
- Increase the percent of students self-report that school is a positive experience with a goal of at least 85%.
- Increase or maintain the percent of parents indicating they are satisfied with the school culture and environment

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% Average Daily Attendance	95.4%	≥96%	≥96.5%	≥97.0%
Average % of students tardy on a daily basis	5.8%	≤7.0%	≤7.0%	≤7.0%
Chronic Absenteeism Rate	13%	≤10%	≤7.0%	≤5.0%
Suspension Rate	0%	≤1.0%	≤1.0%	≤1.0%
Expulsions	0	0	0	0
Student Survey – Self Reported	% of students report feeling safe at school Data not available	≥85%	≥85%	≥85%
Student Survey – Self Reported	% of students report that school is positive experience. Data not available	≥85%	≥85%	≥85%
Parent Survey – Self Reported	99% parent survey respondents rate the school environment and	≥80%	≥80%	≥80%

Approved

school culture as very positive		
See Goal 1 (pg.19) for indicators on State Priority 1; See Goal 2 (pg.23) for indicators on State Priority 8		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u> <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____
OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <u>Scope of Services</u> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) _____ <input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Contract and/or purchase enrichment activities/curriculum for students. Including CCCS aligned arts enrichment curriculum licensing and materials, fitness, Typing Without Tears, dance, etc.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Approved

Amount	\$9,500 Total (a) \$4,500 (b) \$5,000	Amount	\$10,450 Total (a) \$4,950 (b) \$5,500	Amount	\$10,945 Total (a) \$5,445 (b) \$5,500
Source	LCFF S/C (a), (b)	Source	LCFF S/C (a), (b)	Source	LCFF S/C (a), (b)
Budget Reference	Object Code: (a) 4300 (b) 5800	Budget Reference	Object Code: (a) 4300 (b) 5800	Budget Reference	Object Code: (a) 4300 (b) 5800

Action **4.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

All Students with Disabilities [Specific Student Group(s)]
 All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

English Learners Foster Youth Low Income
 Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
 All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a safe campus with regular maintenance and custodial services of school facility with adequate supplies.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$ 379,952 Total (a) \$ 13,504 (b) \$ 2,584 (c) \$ 2,860 (d) \$ 361,004	\$391,902 Total (a) \$ 13,774 (b) \$ 2,780 (c) \$ 3,432 (d) \$ 371,916	\$420,958 Total (a) \$ 28,099 (b) \$ 5,569 (c) \$ 4,118 (d) \$ 383,172

Approved

LCFF S/C (a), (b), (c), (d) \$60,339 SB740 (d) \$142,500 Grant (d) \$144,500 LCFF Base (d) \$13,665	LCFF S/C (a), (b), (c), (d) \$97,660 SB740 (d) \$219,750 Grant (d) \$ 44,728 LCFF Base (d) \$21,574
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Source

Source

Budget Reference

Budget Reference

LCFF S/C (a), (b), (c), (d) \$36,894 SB740 (d) \$179,250 Grant (d) \$ 95,655 LCFF Base (d) \$60,117	Object Code: (a) 2000s (b) 3000s (c) 4300 (d) 5600
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Source

Budget Reference

LCFF S/C (a), (b), (c), (d) \$60,339 SB740 (d) \$142,500 Grant (d) \$144,500 LCFF Base (d) \$13,665	Object Code: (a) 2000s (b) 3000s (c) 4300 (d) 5600
--	--

Approved

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$ 207,367

Percentage to Increase or Improve Services:

13.88%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Voices College Bound Language Academy (Voices) will receive \$206,082 in Supplemental Local Control Funding Formula Funds in 2017-18. This amount will increase to \$295,609 in 2019-20. These funds are calculated based on the number of English learners; students identified as low income, and redesignated fluent English proficient pupils.

Voices will offer a variety of programs and supports principally directed for English learners, low income students and foster youth. These include: Academic coaches for teachers; secure and maintain a suitable facility to serve student needs; purchase adaptive technology based reading and math in class and intervention program; increase parent liaison time; implement community building events; develop additional parent participation activities and engagement opportunities; purchase licenses for Math and ELA assessment systems; implement an arts curriculum; secure enrichment contracts with external enrichment specialists. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole but will also have a disproportionately positive impact on the targeted groups.

Voices recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus groups and are school-wide programs. While the majority of students served will be focus students (seventy percent or more), there may other students in need that Voices does not want to ignore. By providing the services identified without limitations, Voices will effectively best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Voices Local Control and Accountability Plan and addresses the needs of our school's English learners, low income students and foster youth.

Approved

NCTO

2852466

FILED
Secretary of State
State of California

MAY 28 2014

lu

CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the president and the secretary, respectively, of **Voices College-Bound Language Academy**, a California nonprofit public benefit corporation.
2. **Article I** of the Articles of Incorporation is amended to read as follows:

The name of the corporation is **Voices College-Bound Language Academies**.
3. **Article II, Section B** of the Articles of Incorporation is amended to read as follows:

The specific purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools.
4. **Article IV, Section A** of the Articles of Incorporation is amended to read as follows:

The corporation is organized and operated exclusively to manage, operate, guide, direct and promote one or more California public charter schools within the meaning of Section 501(c)(3), Internal Revenue Code.
5. **Article V** of the Articles of Incorporation is amended to read as follows:

The property of this corporation is irrevocably dedicated to the **charitable** purposes set forth in Article II above, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remain after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for **charitable** purposes and which has established its tax exempt status under Section 501(c)(3), Internal Revenue Code.
6. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.
7. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 4/24/14

DATE: 4/24/14

Frances Teso
Frances Teso, President

Sara Reyes
Sara Reyes, Secretary



I hereby certify that the foregoing transcript of 1 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

MAY 28 2014

Date: _____

Debra Bowen
DEBRA BOWEN, Secretary of State

2852466

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

ARTICLES OF INCORPORATION

JAN 5 2006

I

The name of this corporation is Voices College-Bound Language Academy

II

A. This corporation is a nonprofit **PUBLIC BENEFIT CORPORATION** and is a not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for **public** purposes.

B. The specific purpose of this corporation is to run a public charter school.

III

The name and address in the State of California of this corporation's initial agent for service of process is:

France Teso
148 Piazza Way
San Jose, California 95127

IV

A. This corporation is organized and operated exclusively for **charitable** purposes within the meaning of Section 501(c)(3), Internal Revenue Code.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

V

The property of this corporation is irrevocably dedicated to **charitable** purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remain after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for **charitable** purposes and which has established its tax exempt status under Section 501(c)(3), Internal Revenue Code.

Frances Teso

Frances Teso, Incorporator



State of California
Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB 9 2006

BRUCE McPHERSON
Secretary of State

BYLAWS
OF
VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
(A California Non-Profit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is **Voices College-Bound Language Academies**.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at ~~4075 Sacramento Ave~~^{14271 Stony Rd.}, San Jose, CA ~~95119~~⁹⁵¹²⁷. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools (the "Corporation").

The corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No part of the activities of the corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise warrants, the general provisions, rule of construction, and definitions in the California Non-Profit Public Benefit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the

plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, charter school, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the California Non-Profit Public Benefit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate but shall not have rights or powers that would cause the corporation to be deemed a "membership corporation" under Section 5056 of the California Corporations Code.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of this corporation's articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service. Hire, discipline, promote and dismiss all

employees after consideration of a recommendation by the Executive Director.

- b. Change the principal office or the principal business office in California from one location to another.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal and alter the form of the seal.
- e. Adopt, implement and interpret policy.
- f. Oversee the implementation of the Charter components.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) directors unless changed by amendment to these bylaws. The purpose of the Board is to assume responsibility for the governance of the Voices College-Bound Language Academies. The Board shall include representatives and members of the community. The Corporation will seek to ensure that the members represent a broad area of expertise and a broad cross-section of the school communities and community-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountability, business, and philanthropy.

All directors shall have full voting rights, including any representative appointed by the charter school authorizer as consistent with Education Code Section 47604(b). Each charter authorizer may appoint one (1) director. If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint additional directors to ensure an odd number of Board members. In the event that one or more charter authorizer fails to appoint a representative, in any year, on or before April 15 of such year, then the Board may appoint an additional director to fill that seat. Except for the authorizer appointed representatives, all directors shall be designated by the existing Board of Directors.

Except for the initial Board of Directors and the director(s) appointed by the charter school authorizer(s), the term of office for members of the Board of Directors shall be three (3) years, unless vacated or removed pursuant to Section 6 of these bylaws, and until a successor director has been designated and qualified. Insofar as possible, directors' terms shall be staggered. All terms shall commence on July 1 and shall expire on June 30 of the year marking the end of the term of office.

Section 4. LIMIT ON CONSECUTIVE TERMS. No Director shall serve more than two (2) consecutive terms.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of

transactions entered into by the corporation.

Section 6. EVENTS CAUSING VACANCIES ON BOARD & REMOVAL OF DIRECTORS. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, removal, or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) the declaration of the Board of Directors of a vacancy in the office of a director due to removal for lack of responsible or active participation, for lack of commitment to the school's mission, vision and values, or for lack of readiness to participate as an active learner in the school community. Such vacancies shall be filled pursuant to Section 11 below.

Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the President or the Secretary of the corporation. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 9. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining director.

Section 10. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 11. PLACE OF BOARD OF DIRECTORS MEETINGS. Regular meetings shall be held at the principal office of the corporation. The Board may also designate that a meeting be held at any place within the Corporation's jurisdiction. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 12. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by teleconference (conference telephone, video screen communication, or other communications equipment). Participation in a meeting under this

Section shall constitute presence in person at the meeting if all of the following apply:

- a. Each member participating in the meeting can communicate concurrently with all other members.
- b. Each member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- c. The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.
- d. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the Corporation's jurisdiction.
- e. All votes taken during a teleconference meeting shall be by roll call.
- f. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with watch teleconference location being identified in the notice and agenda of the meeting.
- g. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda.¹
- h. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location.
- i. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²
- j. The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 13. ANNUAL AND REGULAR MEETINGS. Each year there shall be no less than four (4) regular meetings (quarterly) of the Board of Directors. The Board of Directors shall hold an annual

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Agendas must be posted seventy-two (72) hours prior to a regular Board meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. **AUTHORITY TO CALL SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board or a majority of the Board of Directors.

Section 15. **NOTICE OF SPECIAL.** In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 16. **QUORUM.** A majority of the directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 17. **CONDUCT OF MEETINGS.** Meetings of the Board of Directors shall be presided over by the Chairman of the Board, or, if no such person has been so designated or in his or her absence, the President of the corporation or in his or her absence, by the Secretary or Treasurer, or in the absence

of these persons, by an acting Chairperson by the Directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Section 18. ACTION BY THE BOARD OF DIRECTORS. No action shall be taken (as defined in Section 54952.6 of the Brown Act) by the Board of Directors in violation of the Brown Act or other applicable laws and regulations.

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Adjournment shall comply with the Brown Act.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers. Directors may receive compensation for reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION AND POWER OF ADVISORY COMMITTEES. The Board may create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable (individually or collectively) for the debts, liabilities, or other obligations of this corporation, except, and only to the extent to which, such liability is proven to be the direct result of specific misconduct, criminal or not, by said Director.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, who shall be known as the "Executive Director", a Secretary, and a Treasurer. The Corporation, at the Board's direction, may also designate from time to time, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 8 of these bylaws. The Corporation, at the Board's direction, may also have a Chairperson

of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. The President shall not also be a Board member.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Executive Director or Chairperson of the Board.

Section 3. EXECUTIVE DIRECTOR. Subject to the control of the board the Executive Director shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings. The Executive Director shall have such other powers and duties as the board of directors or the bylaws may require.

Without prejudice to the general powers and duties set forth in this Section, the duties of the Executive Director shall include the following:

- a) The Executive Director shall carry out the policies of the Corporation and the decisions of the Board of Directors.
- b) He or she shall propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.
- c) He or she shall be expected to anticipate the developing needs of the Corporations' Schools, and the community, both short- and long-term, and to interpret those needs and changes for the Board.
- d) He or she shall be responsible for keeping the Board well informed on all matters pertaining to the Corporation at all times.
- e) The Executive Director shall be an ex-officio member of all committees related to the School.
- f) At each regular meeting of the Board of Directors, the Executive Director shall make a report of the Corporation, and shall present an annual report of the Corporation's activities at the annual meeting of the Board of Directors.
- g) The Executive Director shall be responsible for coordinating the screening, interviewing and hiring of the full-time teaching faculty, part-time teachers, and all staff; setting salaries within the minimum and maximum limits established by the Board of Directors; and shall conduct or cause to be conducted annual reviews of all personnel. He or she shall recommend to the Board the promotion, discipline and dismissal of all employees.
- h) The Executive Director shall be responsible for all required reporting to authorizing District(s) and the State of California Department of Education. Except as otherwise expressly provided by law, by the Articles of Incorporation, by these Bylaws, or by the School's Charter, the Executive Director shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.
- i) The Executive Director shall carry out the duties of the position consistent with the mission and vision of the School, and shall lead by example in implementing the various principles enunciated in the Bylaws and the Charter.

Section 4. SECRETARY. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the board of directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given and the names of persons present at board of directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The secretary shall give, or cause to be given, notice of all meetings of members, of the board, and of committees of the board of directors that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the board of directors or bylaws may require.

Section 5. TREASURER. The Treasurer, also known as the Chief Financial Officer, shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall work with the Executive Director and send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the board of directors may designate; (ii) disburse the corporation's funds as the board of directors may order; (iii) render to the president and the board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of directors.

Section 6. CHAIRMAN OF THE BOARD. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 7. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article VIII, Section 8 of these bylaws, shall be chosen annually by the Board of Directors and

shall serve at the pleasure of the Board.

Section 8. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint or authorize the Executive Director, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority hold office for the specified period, and perform the duties specified in the bylaws or established by the Board.

Section 9. REMOVAL OF OFFICERS. The Board of Directors may remove any officer with cause, in accordance with the charter petition, and with Article VII Section 6 of these Bylaws. All voting processes shall comply with the Brown Act.

Section 10. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 11. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Voices College-Bound Language Academies Conflict of Interest Policy have been fulfilled.

ARTICLE XI INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in these bylaws,

shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its board and committees of the board; and
- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind and physical properties as permitted by California and federal law. The inspection shall be made in person. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Board of Directors at all reasonable times.

ARTICLE XV REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent

to itself (the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An annual audit prepared by a CPA.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary.

The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XI of these Bylaws.

ARTICLE XVI AMENDMENT OF BYLAWS

Section 1. AMENDMENT OF BYLAWS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the Corporation's Articles of Incorporation, or any laws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the **Voices College-Bound Language Academies**, a California non-profit public benefit corporation; that these bylaws, consisting of fifteen (15) pages, are the bylaws of this corporation as adopted by the Board of Directors on June 12, 2014; and that these bylaws have not been amended or modified since that date.

Executed on 10/12/14 at San Jose, California.

Sara Reyes, Secretary

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Voices College-Bound Language Academies hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Voices College-Bound Language Academies ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS AND INCORPORATION OF 2 CCR § 18730

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730 (the model conflict of interest code by the Fair Political Practices Commission), and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this code and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interests ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Charter School Board of Directors shall comply with the disqualification provisions of the Political Reform Act. The Charter School Board of Directors shall also comply with all other applicable laws and adopted policies circumscribing potential conflicts of interest.

EXHIBIT A

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Member of the Governing Board	1
Chief Executive Officer	1
CFO/Treasurer	1
Secretary	1
Principal	2
Chief Operations Officer	1
Community Engagement Strategist	3
Chief Academic Officer	3
Director of Accounting	2
Consultant	4
Newly Created Position	*

***Newly Created Position**

Newly Created Positions that make or participate in the making of governmental decisions that may foreseeably have a material effect on any financial interest, and which specific position title is not yet listed in this conflict of interest code are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in this code, subject to the following limitation: The Chief Executive Officer may determine in writing that a particular newly created position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the broadest disclosure requirements, but instead must comply with more tailored disclosure requirements specific to that newly created position. Such written determination shall include a description of the newly created position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

As soon as the Charter School has a newly created position that must file statements of economic interests, the Charter School's filing official shall contact the County of Santa Clara Clerk of the Board of Supervisors Form 700 division to notify it of the new position title to be added in the County's electronic Form 700 record management system, known as eDisclosure. Upon this notification, the Clerk's office shall enter the exact position title of the newly created position into eDisclosure and the Charter School's filing official shall ensure that any individual(s) holding the newly created position is entered under that position title in eDisclosure.

Additionally, within 90 days of the creation of a newly created position that must file statements

of economic interests, the Charter School shall update this conflict-of-interest code to reflect the exact position title in its list of designated positions, and submit the amended conflict of interest code to the County of Santa Clara Office of the County Counsel for code-reviewing body approval by the County Board of Supervisors. (Gov. Code Sec. 87306.)

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property located in whole or in part within the boundaries of any school district in which Voices College-Bound Language Academies is authorized to serve or within two (2) miles of such boundaries or any land owned or used by Voices College-Bound Language Academies. An interest in real property includes any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities, or sources of income (including receipt of gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.
- c. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture or sell supplies, instructional materials, machinery or equipment of the type to be utilized by Voices College-Bound Language Academies.

Category 2

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture or sell supplies, instructional materials, machinery or equipment of the type to be utilized by Voices College-Bound Language Academies.

Category 3

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture or sell supplies, instructional materials, machinery or equipment of the type to be utilized by the designated position's department.

Category 4: Disclosures for Consultants

Consultants, as defined for purposes of the Political Reform Act, shall disclose pursuant to the broadest disclosure category in the Charter School's conflict of interest code subject to the following limitation: The Chief Executive Officer may determine in writing that a particular consultant, although a "designated position," is hired to perform a range

of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements of the broadest disclosure category, but instead must comply with more tailored disclosure requirements specific to that consultant. Such a determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

Fiscal Policies

A. Budget Development, Oversight, Calendar and Responsibilities

The Voices College-Bound Language Academies (Voices) is a California nonprofit public benefit corporation that operates multiple California public charter schools. Voices will develop and monitor its budget in accordance with the annual budget development and monitoring calendar as specified below.

January – February

- The Board Treasurer and Finance Committee in an oversight capacity works with the Chief Finance Officer and Chief Executive Officer to review the Governor's proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the school's upcoming fiscal year (July 1-June 30).
[Board Treasurer, Chief Finance Officer/Director of Accounting (CFO), Chief Executive Officer/Executive Director (CEO)]
- The Charter management Office(CMO)leadership team (CMO Team), led by the Chief Finance Officer, works with the schools' management and staff (Principal) to develop a rough planning budget for the upcoming fiscal year, including projected enrollment and any proposed staffing changes.
[CMO Team: CEO, CFO, Chief Operating Officer (COO), Chief Academic Officer (CAO), and Community Engagement Strategist; Principal, and key stake holders]
- The CMO Team, led by the CFO, reviews and updates the rolling five-year budget projection in accordance with the established strategic and growth plans of Voices and each Voices charter school. The Board Treasurer and the Finance Committee reviews the rolling five-year budget projection in a fiscal oversight role.
[CMO Team, in conjunction with the Board Treasurer and Finance Committee]

March – April

- The CMO Team, led by the CFO, and in conjunction with the schools' management and staff, prepares a formal budget plan for the upcoming fiscal year. The plan is first reviewed by the finance committee and then the full Board as presented by the Board Treasurer.
[CMO Team, in conjunction with the schools' management and staff and Board Treasurer]

Fiscal

- The CEO submits the 2nd interim financial report to the appropriate authorizers, the state and county by the March 15th due date. The interim report is prepared by the CMO led by the CFO. [CFO and CEO]
- The Audit Committee refers the auditor engagement letter for Board approval.
[Audit Committee of the Board and Board]

May – June

- The CFO as lead, working in conjunction with the CMO Team and the schools' management and staff, update the formal budget plan for upcoming fiscal year and reviews revenue projections subsequent to the Governor's annual "May Revise" budget figures. The CMO Team and the Schools, fine-tune the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Board Treasurer reviews and finalizes the proposed budget for the upcoming fiscal year and forwards to the finance committee. If approved by the Finance Committee, the budget is then presented to the full Board by the Board Treasurer.
[CMO Team, schools' management and staff, and Board Treasurer]
- On an annual basis the board will review the salaries of the officers and key employee. Annually an adjustment for COLA maybe approved by the board. Research should be done every three (3) years to verify that salaries of officers and key employees are not unreasonable in comparison to other key roles at other CA charter schools.
[Board, CEO/CFO]
- The Board reviews and formally adopts the budget for the upcoming fiscal year no later than June 30th unless required by authorizer MOU. A copy of the final budget is provided to the authorizers and the county superintendent of schools no later than June 30th.
[Board and CFO]

July – August

- Books for prior fiscal year are closed, all transactions are posted, and records assembled for audit.
[CFO, Principals, Business Managers, CMO Bookkeeper/Accountant]

September – December

- Independent auditor performs audit of the just-closed fiscal year and prepares audit report for submission to the Audit Committee.
[Auditor, CFO, and staff as requested by the Auditor, Audit/Finance Committee]

Fiscal

- CEO submits the unaudited actual report to the authorizers, state and county by the September 15th due date. The interim report is prepared by the CMO led by the CFO.
[CFO in conjunction with CEO]
- After actual attendance figures are known (either at the end of the first full week of school or 20 day report of new schools), the CMO office, as needed, will revise the budget to match likely revenues. The CMO led by the CFO and CEO presents the revised budget to the finance committee and full Board.
[CEO and CFO]
- The Audit Committee of the Board reviews the audit. The CFO, CEO and Audit Committee address any audit exceptions, management letter comments (and corresponding responses), or adverse findings. Audit Committee presents the audit results to the Board, suggest any recommendations for any findings, and request Board approval, based on the audit timeline within the petition. The audit report and any follow-up plans are submitted to charter-granting agency.
[Finance/Audit Committee, CEO, CFO, and Board]
- The Audit Committee of the Board solicits bids for a multi-year audit contract and recommends an auditor. Solicitation is to be made every five (5) years.
[Audit Committee of the Board and Board]
- The CEO submits the 1st interim financial reports to the authorizers by the December 15th due date. The 1st interim report is prepared by the CMO led by the CFO.
[CEO in conjunction with CFO]
- The CMO led by the CFO confirms that the auditor has submitted the annual audit report to the authorizers, California Department of Education, the County Office of Education and the State Controller by December 15th.
[CFO]

Monthly

- Principals review current year actual versus budgeted revenues and expenditures and report to the CFO.
- The monthly Board package is compiled by the CMO lead by the CFO. Monthly meetings occur to review the financial activity. Meeting participants include the CEO and CFO. The monthly Board package reforecasts the annual budget on a monthly basis The Board approves any needed changes to the annual budget.

Fiscal

- On a monthly basis the bank statement, bank reconciliation and balance sheet are due to the Santa Clara County Office of Education (SCCOE), for any Voices charter schools they have authorized. These documents are due on the 20th following the month closed. The CMO and schools will work jointly to compile these documents for the SCCOE.

Quarterly

- On a quarterly basis starting January 30th, loan covenants are to be submitted by the CFO to the appropriate bank representative for the previous quarter. [CFO]

B. Controls, Budget, and Fiscal Management

Voices will maintain in effect the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accord with amounts specified in the Board-adopted budget, (2) the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and (3) all transactions are recorded and documented in an appropriate manner.

Segregation of Duties

Voices will maintain simple accounts payable and purchase request processes to document the authorization of all non-payroll expenditures. In addition, there are regular monthly expenditures that are taken through an ACH or credit card transaction, the records are to be maintained and reviewed annually for proper coding of expenditures and appropriateness of expenditures to the organization. Purchase request forms will be used when deemed necessary.

All proposed school expenditures must be approved by the Principals who will review the proposed expenditures to determine whether they are consistent with the Board-adopted budget and sign the invoice/payment request showing approval. All checks and purchase requests by a school that are over \$5,000 must be approved by the CEO/CMO and co-signed by the Principal.

All proposed CMO expenditures must be approved by the CEO/CFO who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the invoice/payment request showing approval. All checks and purchase requests over \$15,000 must be approved by the CEO and co-signed by CFO or designated Board members.

All transactions will be posted in an electronic general ledger. The transactions will be posted on the ledger by the Business Manager at the School site and the accounting staff at the CMO. Oversight of school transactions will occur at the CMO by the Finance and Accounting department to ensure an additional layer of control procedures.

Health And Safety Requirements Policy

The School "Voices" is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents. In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Tuberculosis Test

Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active tuberculosis. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The school will have three recommended providers and shall reimburse costs at the maximum of recommended provider's rate. The availability of this testing may be announced by the School.

This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

Fingerprinting

The Executive Director or Designee shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the Chair of the Charter School Board will review.

Personnel

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment at the Charter School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and an approval for the Charter School or its designee to perform background checks.

The Charter School shall also fingerprint and background check regular school volunteers and occasional volunteers at the discretion of the principal, prior to volunteering at the Charter School. A school volunteer is defined as an individual working under the direction of a paid Charter School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval for the Charter School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer in contact with any Charter School students.

Additionally, the Charter School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

Procedures for Background Checks

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

First-Aid and CPR Training

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, principal) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

Personnel

All new teachers are required to complete one approved three-hour course in Cardiopulmonary Resuscitation (CPR) and one approved three-hour course in first aid before the first official day of school. All continuing teachers are required to take a refresher course in both CPR and first aid. Teachers will make their own arrangements for such training and will provide documentation of completion and cost to the school. As allowed by the school's budget, the school may reimburse the teacher for the cost of the course(s) up to a maximum of \$75.00 for a 6-hour CPR/First Aid course, and up to \$40.00 for a CPR refresher course.

Child Abuse Reporting

Any employee or other mandated reporter who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the San Jose Police Department, any other police department, sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department.

Mandated reporters of child abuse include but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees, administrators and employees of a licensed day care facility, Head Start teachers, school police or security officers, administrators, and/or presenters or counselors of a child abuse prevention program.

Child abuse or neglect includes the following:

1. A physical injury inflicted in a manner other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.
3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.
6. Abuse or neglect of a child in out-of-home care, including at school, as defined in Penal Code 11165.5.

Mandated reporters are required to report instances of child abuse when the mandated reporter has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Child abuse should be reported immediately or as soon as practically possible by phone to the San Jose Police Department or child protective services. The phone call must be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents.

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. The reporting

Personnel

duties are individual and cannot be delegated to another person. Reporting the information to an employer, supervisor, Principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement, and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168) Mandated reporters may obtain copies of the form from either the school or the appropriate agency or go online to <http://ag.ca.gov/childabuse/forms.php#doj>.

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parent/guardians.
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

Personnel

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the Principal or designee as soon as possible after the initial telephone report to the appropriate agency.

The Principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Principal may assist in completing and filing these forms.

The mandated reporter shall not be required to disclose his/her identity to the Principal. He/she may provide or mail a copy of the written report to the Principal or designee without his/her signature or name.

Communicable, Contagious, or Infectious Disease Prevention Policy

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations/Physical Exams" Policy.) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Smoke-Free Environment

The Charter School maintains a smoke-free environment.

Smoking is not allowed anywhere on Charter School property. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

Exposure Control Plan For Bloodborne Pathogens

The Principal or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from

Personnel

possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Confidential Information

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

Policy Prohibiting Unlawful Harassment

Voices College-Bound Language Academies (“Voices” or “Voices Academies”) is committed to providing a work and educational atmosphere that is free of unlawful harassment. Voices’ policy prohibits sexual harassment and harassment based upon:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act “FEHA”);
- Genetic information;
- Sexual orientation;
- Military and veteran status, or
- Any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be discriminated against or harassed based upon the characteristics noted above.

Voices does not condone or tolerate unlawful harassment on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Chief Executive Officer or designee.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Differential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions

Personnel

is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

Voices Academies is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Chief Executive Officer. See Appendix A for the "Harassment Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and

Personnel

- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Voices Academies policy.

APPENDIX A

HARASSMENT COMPLAINT FORM

It is the policy of Voices College-Bound Language Academies ("Voices" or "Academy") that all of its employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

You may file this form with the Chief Executive Officer or, if the complaint is about the Chief Executive Officer, with the Board Chair.

Please review the Academy's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

Voices will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the Academy will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the Academy will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize Voices to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the Academy will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the Academy both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Personnel

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the Academy to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

Student

Voices College-Bound Language Academies Parent Compact

The role of a parent is an integral part of a child's school life and education. We as educators must develop each child to the optimum of his or her potential. Your support and encouragement will help your child achieve success at Voices College-Bound Language Academy.

This compact, which has been jointly developed with parents, outlines how parents, the entire charter school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

All parents must carefully read and sign the following agreement.

Whereas, I understand that my child will spend the most important years of his/her life in school, the charter school has a responsibility to provide high-quality curriculum and instruction, and I want to help Voices College-Bound Language Academies give my child the best possible education and get ready for college,

Therefore, I promise and agree, to the extent possible:

1. To see that my child comes to school every day, on time, and prepared for the day's work.
2. To call the school in advance and notify the school as soon possible if my child will be absent.
3. To see to it that my child comes to school dressed appropriately in their school uniform.
4. To make sure that my child has ample quiet time and a quiet place to complete homework and projects and to study each evening with the TV, radio, etc. turned off.
5. To speak with my child every day about what was done at school and to help/find assistance for my child with my child's homework assignments when necessary.
6. To ensure that my child reads every night in addition to his/her homework.
7. To expect my child to be given regular homework assignments.
8. To urge my child to respect himself/herself as well as others.
9. To speak to my child in a positive manner about school and to follow through on all items that pertain to the well-being of my child.
10. To communicate regularly with my child's teacher(s) to get information we need to support the learning process and behavior.

Student

11. To read and reply to all letters, messages, notes, and telephone calls from the school.
12. To attend annual parent-teacher conferences, other functions, and appointments that relate to my child's education.
13. To see to it that my child does not bring inappropriate items that can distract from learning, such as toys and electronic games, to school.
14. To be familiar with the practices and principles of the school's character curriculum and the Student Code of Conduct, which we will reinforce with our child.
15. To always act in professional manner when speaking with someone at Voices College-Bound Language Academy.
16. To attend school-wide activities each year.
17. To allow my child to attend Voices College-Bound Language Academy field trips.
18. To arrange for our child to attend summer school as required.
19. To do everything possible to keep my child at Voices College-Bound Language Academy for the long term (K-8).

Further, we understand the charter school:

1. Will provide frequent reports on student progress;
2. Will provide to reasonable access the staff to discuss student progress;
3. Will provide opportunities for parents to volunteer and participate in their child's class;
and
4. Will provide opportunities for parents to observe classroom activities.

I understand that the family has a significant impact on the behavior of our child.

Child's Name _____

Class _____

Parent's Signature _____ Date _____



Principal- Certificated

Overview

Though 9 in 10 Latino young adults say a college degree is important for success in life, fewer than 15% age 25 or older hold a bachelor's degree. Voices College-Bound Language Academies exist to change that.

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In 2017-18, Voices will operate three public charter schools: Voices-Franklin McKinley School District (K-8), Voices-Morgan Hill and Voices-Mt. Pleasant (both Transitional Kindergarten - 3rd, growing to Transitional Kindergarten - 8th). As we expand to serve more traditionally underserved students in Santa Clara County and surrounding counties, Voices seeks additional team members who share a commitment to its mission and believe joyful learning and world-class academic preparation are not mutually exclusive.

Voices Academies' Vision

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future, and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

Role Summary

Voices Academies' Principal will be an inspiring leader and educator with an entrepreneurial spirit. Reporting to the Chief Executive Officer (CEO), the Principal oversees Teachers, Associate Teacher, and school support staff. The ideal candidate will not only be innovative, but also have an unwavering commitment to ensure that students receive quality instruction, makes accelerated educational progress, and reach or exceed their academic goals. The Principal has primary responsibility is day-to-day management of the school and will be responsible for Voice's academic, operational, fiscal, and organizational management and success. This includes supervising instruction and conducting the evaluation program for all staff. This interaction will include providing guidance and support in the classroom as appropriate. The

Principal interacts extensively with teachers, staff, students, parents, the CEO, Board members and the community through site-based management. Additionally, the Principal will be expected to meet specific performance objectives which may include such areas as academic, financial and diversity goals in accordance with the Charter.

Key Responsibilities

Principal:

- Submits to the CEO recommendations relative to all matters requiring Board action or attention, together with the materials needed for informed decisions
- Reports on school operations to Chief Operations Officer (COO)
- Interviews, Train, supervise and evaluate staff.
- Develop and implement a school-wide and individual staff development plan and provides ongoing support and coaching to teachers to help them meet their individual professional development plan goals.
- Coordinates the work of all school educators and volunteer staff
- Advise the CEO or/and COO regarding the leave, classification, resignation, promotion, suspension or dismissal of school employees
- Assigns personnel within the school in accordance with Board policy
- Maintains appropriate channels of communication within the school and ensures that staff is informed about relevant federal, state, and county laws, policies, regulations and procedures, and matters related to the improvement and welfare of the students
- Plans, leads, and conducts staff professional development and staff meetings
- Manage and/or oversee all daily school operations, including student admissions and discipline, facilities, food service, front office, school scheduling, etc.

Students and the educational program:

- Serve as the chief educational leader, including ensuring that the school mission and instructional program are being effectively implemented in each classroom
- Monitor the school's instructional and operational accountability, including collecting, analyzing, and reporting school and student performance data. Use this data to develop school priorities and to drive decision-making.
- Enforces compulsory attendance laws
- Continuously observes the instructional program and provides the CEO with regular evaluations of school programs and student progress
- Studies the curriculum and makes decisions regarding the course of study, major changes and time schedules, and sound innovative programs
- Under appropriate circumstances, recommends to the Board a student's suspension or expulsion
- Participates in student study teams and IEP meetings

Non-instructional Operations:

- Maintains and updates adequate census and scholastic records, business and property records, and personal records as applicable
- Annually prepares and submits to the Financial Department the school's budget for the upcoming year, revises this budget or takes other related action as the Board /CEO designates
- Approves all expenditures in accordance with Board policy and within Board-approved appropriate limits
- Makes recommendations to the CEO regarding the maintenance, safety, improvement and/or expansion of school facilities, sites, equipment and transportation services.

Community:

- Represents and advocates for the Board in relationships with city, county and state governments, private agencies, and the school community
- Sees that the community is informed about school matters through appropriate informational materials
- Serves on local committees such as ELAC, VPAC, Schools Leadership, etc.
- Participates in appropriate community organizations and functions to obtain support for the attainment of school goals
- Hears complaints against the school and solves controversies between employees or between employees and students or parents/guardians
- Develop and maintain cooperative, collaborative working relationships with and among various stakeholders, including staff, students, families, Board members, District personnel, and the broader community
- Facilitate and build community among people from diverse backgrounds and perspectives

Voices Academies Principal candidates will have the following

Required Qualifications:

- BA/BS Degree in Education or related field
- CA Multiple Subject Clear Credential with Bilingual Authorization (BCLAD/CLAD)
- Demonstrated classroom level achievement results
- Skill in fiscal management
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Minimum 3 years working with similar student and community demographic.
- Excellent oral and written communication skills in English and Spanish.
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Commitment to accelerated educational progress of children.
- Experience or commitment to public education, social justice, efficacy and equity.

Preferred Qualifications:

- Masters Degree in Education
- Tier II Administration Credential
- Knowledge of and experience working with low-income communities preferred

- Proven track record of success managing school employees to achieve ambitious goals.
- Entrepreneurial spirit, flexibility, and demonstrated success in Administration, Organizational Management
- Successful completion of results-oriented leadership training program (ex. Innovate Fellowship, NLNS)
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Tolerate high levels of stress

Working Conditions:

- Regular requirement to stand, sit, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel and crouch
- Lift and carry objects weighing up to 50 lbs.
- Occasional evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

Prior to Employment: Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Clear Criminal Background Check
- Valid TB Clearance

Key Compensation:

- Highly competitive salary
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

Contract:

- Reports directly to CEO
- Permanent Salaried, Exempt Position
- At-Will Contract

If you have any questions about this position, please contact our hiring team by email at jobs@voicescharterschool.com. Thank you.

Voices College-Bound Language Academies is an equal opportunity employer.

It is the policy of Voices to afford equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ethnicity,

ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status.



Business Manager - Non-Certificated

Overview

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Role Summary

Voices Academies' Business Manager (BM) will be an inspiring leader with an entrepreneurial spirit and member of the School Leadership Team. Reporting to the Principal and Network Operations Manager, the Business Manager will oversee and directly manage non-academic staff, including two clerks, and cafeteria staff. The ideal candidate will not only be innovative, but also have an unwavering commitment to implement school policies and procedures fairly and consistently. The BM will be responsible for the planning, coordinating and supervising the day-to-day business operations of the school and front office, and serves as the administrative aid to the Principal. Key areas of responsibility include: operations, student records, student

recruitment, community relations, and finances. The ideal candidate for this position is systematic, entrepreneurial, community-builder, detail-oriented, and fiercely organized. In addition, this candidate must deeply believe in the Voices Academies mission and school model and be fully committed to achieving it.

Key Responsibilities

School Operations:

- Maintaining a consistent processes that ensures the school embodies the values and high expectations of Voices' mission and vision and core values
- Coach and oversees two (2) business clerks, janitor, food service staff, site technician.
- Develop a strong culture among school operations team.
- Manage communications, including but not limited to phones, mail, and relay information, messages and directives from the Principal
- Provide information and answer questions of all constituencies regarding school programs, policies, procedures and regulations.
- Arrange and schedule meetings, appointments, and interviews for the school (e.g. parent meeting, interview candidates, etc.)
- Oversee the maintenance of confidential files including, but not limited to, student attendance, assessments results, emergency and family information, academic and health records
- Responsible for maintaining students' cumulative files including, but not limited to, test scores, discipline citations, medical reports, and records.
- Maintains a variety of manual and electronic files and/or records (e.g., program participation, contact sheets, agency referrals) for the purpose of providing required information and documentation
- Under supervision of Principal, oversee, provide training, supervise, and evaluate hourly staff.
- Promote a positive college going environment, including campus supervision during class transitions and classroom observations.
- Coordinate translation and distribution of publications, including the school newsletter.
- Actively participate in the Leadership Team, as well as school committees such as the Voices Academies Parent Advisory Committee.
- Establish and maintain professional and cooperative working relationships with all stakeholders: students, families, staff, supervisors, and community partners.

Meal Service:

- Monitor the student lunch program, including all communications with the food provider and with students and their families.
- Oversee and train staff managing daily food operations, ensuring a high quality of service and that all necessary safety precautions are followed
- Provide Food Service Staff support in resolving any issues related to meal service equipment and timely delivery.
- Oversee dissemination, collection, and data entry of Free and Reduced Lunch Forms for every student

- Oversee state Lunch Verification application process and Lunch reimbursement claims, creating district monthly lunch reports and updating the database on a quarterly basis.

School Safety:

- Develop and oversee campus supervision plan and schedule.
- Conduct and record monthly site safety security procedures such as scheduled fire drills, shelter in place drills, and lockdown drills.
- Ensure evacuation maps, fire extinguishers, and emergency supplies are in each classroom and common space.
- Administer basic first aid, distribute medications, and maintain injury reports.

Compliance:

- Generate and submit reports needed for NCLB compliance via CBEDS and CALPADS including student and staff demographics, class courses and sections, English Learners and other state federal requirements, and other mandated reports on time and accurately.
- Provide timely and effective communications to the HR Manager regarding incidents and/or situations that might impact Voices Academies as a whole or as a school site.
- In coordination with the HR Manager and Principal oversee the orientation process of all new employees at the school site. To ensure understanding and agreement with the roles and responsibilities of Voices Academies staff as detailed in the Employee Handbook.
- Under supervision of the Human Resources Manager, maintain school staff files including employment and withdrawal employment time tracking as it relates to grant management, professional development and sick leave tracking.
- Oversee preparation and audits of student enrollment and attendance reports, to ensure accurate processing of all state and county attendance reports (20 day, P1, P2, and PA) via CWA reports and Principal Apportionment Attendance Software.

Student Enrollment/ Registration Process:

- In conjunction the Parent Engagement Manager, coordinate all aspects of recruitment, enrollment, and registration for new students
- Coordinating community events, information meetings, school tours, and the open enrollment period.
- Manage process of random public lottery in compliance with state law and the school charter.
- Coordinate all aspects of enrollment and orientation, including family notification, preparation of student information packets, student registration, student and family orientation, and school tours.
- Maintain annual waiting list, including notification of families when spaces are available.
- Complete End of Year and Start of Year Process for PowerSchool, ensuring all student demographic data is entered in an accurate and timely manner.
- Maintain current knowledge of PowerSchool and its functions, training other staff members as necessary.

Student Attendance:

- Oversee the execution and review of the submission of absence reports, substitute forms, and timesheets.
- Provide frequent ADA (average daily attendance) updates and trends to Principal and school leadership.
- Oversee accurate implementation of the Independent Study process for students, with particular focus on maintaining records for audit trail.

Finance:

- Oversee the Business Clerk in executing payroll process, purchase orders, vendors
- Manage office facilities, equipment, furniture, supplies, and vendors.
- Administer all insurance requirements.
- Support in the production and/or produce reports as needed by the Principal and school administration team.

Voices Academies Business Manager candidates will have the following

Required Qualifications:

- Bachelor's degree or equivalent experience
- Minimum 3 experience in operations, human resources, data management, finance and/or administration
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Excellent oral and written communication skills in English and Spanish.
- See oneself as an ambassador of the school, presenting oneself both positively and professionally at all times and with all constituents.
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Experience or commitment to public education, social justice, efficacy and equity.

Preferred Qualifications:

- Knowledge of and experience working with low-income communities preferred
- Proven track record of success managing school employees to achieve ambitious goals.
- Entrepreneurial spirit, flexibility, and demonstrated success in school operations
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Tolerate high levels of stress

Working Conditions:

- Regular requirement to stand, sit, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel and crouch
- Lift and carry objects weighing up to 50 lbs.

- Occasional evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

Prior to Employment: Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Clear Criminal Background Check
- Valid TB Clearance

Key Compensation:

- Highly competitive salary
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

Contract:

- Reports directly to Principal and Network Operations Manager
- Permanent Salaried, Exempt Position
- At-Will Contract

If you have any questions about this position, please contact our hiring team by email at jobs@voicescharterschool.com. Thank you.

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Parent Liaison - Non-Certificated

Overview

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Voices Academies' Vision

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future, and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

Role Summary

Voices Academies' Parent Liaison will be an inspiring leader with an entrepreneurial spirit. Reporting to the Principal, the Parent Liaison will play a critical role in building an empowering the community and school culture. She/He is responsible for acting as the liaison between school leaders, teachers, parents, and the school's surrounding community. The Parent Liaison will not only be innovative, but also have an unwavering commitment to help parents understand the educational system so they can become better advocates for their children's education; improve parent/family and community involvement to improve student achievement. The Parent Liaison must hold the belief that all students can achieve at a high

level with adequate support, resources, and modifications.

Key Responsibilities

Parent Liaison:

- Develop Voices pride within our parent community to create champions and advocates and a family-friendly school climate
- Help teachers/staff and families develop strong working relationships and enhance communication between parents/families and school staff
- Be a liaison between families and teachers when problems arise, more information needs to be shared, or cultural differences are a barrier
- Coordinates parent participation, organizes meetings and educational classes for program participants and encouraging leadership (e.g., parenting skills, volunteer training) for the purpose of developing parenting skills, understanding of school processes and parent/student success.
- Arrange for translation and interpretation services for meetings, parent-teacher conferences, telephone calls, and notes home
- Organize tours of the community for parents (library, city services, high schools, etc.)
- Communicates regularly with principal about parents and families ideas and concerns
- Assist schools in investigating and monitoring bullying and student/parent complaints
- Make personal contact with parents to encourage parental engagement and student support, including home visits
- Maintains a variety of manual and electronic files and/or records (e.g., program participation, contact sheets, agency referrals) for the purpose of providing required information and documentation
- Prepare a variety of written, and electronic materials (e.g., newsletters, reports, logs, memos, handouts) for the purpose of documenting activities, providing written reference and/or conveying information,
- Provides appropriate referrals and advocacy for families as needed, follow up to determine the outcomes of services provided for the purposes of supporting families
- Provides data for a variety of reports (e.g., program participation, activity) for the purpose of meeting program, district, state and federal requirements
- Responds to inquiries from a variety of sources (e.g., parents, community agencies, auditors, students) for the purposes of providing information and/or direction

Compliance:

- Serve as the Attendance Coordinator and implement truancy process including:
 - Monitor student attendance on a weekly and daily basis and generate truancy notification sent to parents of students with excessive absences
 - Schedule administrative meetings for students who need counseling regarding attendance issues

- Coordinate and facilitate attendance review for the Board
- Serve as the School 504 Coordinator, including facilitating 504 meetings:
 - Assure compliance with the Americans with Disabilities (ADA) Act, Section 504 of the Rehabilitation Act of 1973, and other federal and state laws and regulations pertaining to persons with disabilities
 - Ensures that appropriate processes and procedures are followed and modifications are implemented

Voices Academies Parent Liaison candidates will have the following

Required Qualifications:

- High School diploma or equivalent
- Minimum 2 year experience with developing collaborative partners and building relationships with constituents in the community
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Excellent oral and written communication skills in English and Spanish.
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Commitment to accelerated educational progress of children.
- Experience or commitment to public education, social justice, efficacy and equity.

Preferred Qualifications:

- Knowledge of and experience working with low-income communities preferred
- Entrepreneurial spirit, flexibility, and demonstrated success in leading and facilitating a group toward a shared goal
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Tolerate high levels of stress

Working Conditions:

- Regular requirement to stand, sit, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel and crouch
- Lift and carry objects weighing up to 50 lbs.
- Occasional evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

Prior to Employment: Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Clear Criminal Background Check

- Valid TB Clearance

Key Compensation:

- Hourly compensation range: \$24.00 to \$25.00 DOE
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

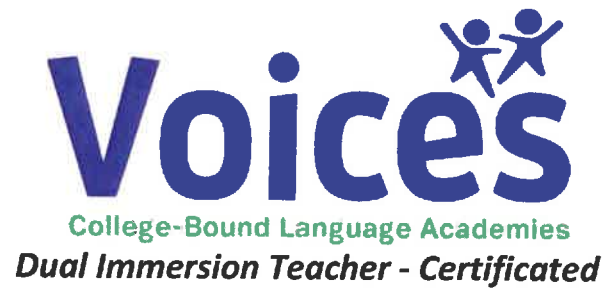
Contract:

- Reports directly to Principal
- Permanent Full-Time, Non-Exempt Position
- At-Will Contract

If you have any questions about this position, please contact our hiring team by email at jobs@voicescharterschool.com. Thank you.

Voices College-Bound Language Academies is an equal opportunity employer.

It is the policy of Voices to afford equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ethnicity, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status.



Overview

Though 9 in 10 Latino young adults say a college degree is important for success in life, fewer than 15% age 25 or older hold a bachelor's degree. Voices College-Bound Language Academies exist to change that.

Founded in 2006 by East San Jose native and National Board Certified Teacher Frances Teso, Voices is a public charter school network with a mission to prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. With the Voices dual-immersion model, students receive 80% of instruction in Spanish and 20% in English starting in kindergarten. The percentages shift by 10% per year until reaching 50:50 in third grade. As a result, every student, regardless of home language, graduates bilingual and biliterate in English and Spanish.

In 2017-18, Voices will operate three public charter schools: Voices-Franklin McKinley School District (K-8), Voices-Morgan Hill and Voices-Mt. Pleasant (both Transitional Kindergarten - 3rd, growing to Transitional Kindergarten - 8th). As we expand to serve more traditionally underserved students in Santa Clara County and surrounding counties, Voices seeks additional team members who share a commitment to its mission and believe joyful learning and world-class academic preparation are not mutually exclusive.

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All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future, and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

Role Summary

Voices Academies' Elementary Teacher will be an inspiring educator with an entrepreneurial spirit. Under the supervision of the Principal, teachers have the opportunity to create a learning environment and to plan an instructional program to fulfill the educational objectives of the grade level/classes assigned. The ideal candidate will not only be innovative, but also have an unwavering commitment to ensure that a student receives quality instruction, makes accelerated educational progress, and reaches or exceeds their academic goals. This role supervise associate teachers, student teachers, and parent volunteers when applicable.

Key Responsibilities

Teaching:

- Develop lesson plans consistent with California State Standards, instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.
- Plan learning activities appropriate to subject(s), grade level(s), abilities, and cultural background of individual students.
- Create an atmosphere through personal example and efficacious relationships with students which inspire academic achievement and an enthusiasm for learning.
- Organize classroom systems/procedures/routines and manage student behavior to ensure all students are fully engage in learning
- Establish a culture of high expectations and college preparation for all students
- Teach for mastery and establish clear content and language objectives for all lessons, units, and projects
- Provide instruction to students with special needs in accordance with IEP utilizing support services as appropriate; participate in IEP meetings as appropriate.
- Motivate pupils to develop skills, attitudes and knowledge needed to provide a good foundation for elementary education
- Challenge and accelerate ALL students, no matter at what level they enter the classroom
- Develop and evaluate independent study programs
- Implement Voices Instructional Guidelines and Best Practices at all times

Assessing:

- Monitor student's progress and evaluate the student's achievement in relation to learning objectives and revises learning objectives when necessary.
- Assess students regularly, records results, examine student assessment data, and refine classroom activities to differentiate instruction for each student
- Track student information and maintains accurate student records, including attendance.
- Analyze qualitative and quantitative student data
- Administer standardized tests and other school-selected tests in accordance with the school testing program.
- Plan, implement, monitor, and assess a classroom instructional program which is consistent with School and Board goals and Mission, and specific objectives based on assessment of student needs.

Collaboration:

- Work collaboratively to achieve Voices' vision
- Work cooperatively with staff toward resolution of mutual concerns.
- Collaborate closely with other teachers, consultants, and the principal to align curriculum across subjects, improve own and others' instructional practices and share best practices
- Participating in collaborative curriculum development, grade-level activities, and school-wide functions, events, and trips
- Reflect, improve and collaborate with colleagues, parents and community

- Identify unique student needs and collaborates with other team members and outside service providers to diagnose and address learning challenges
- Mentor and co-plan with Associate Teacher; keeping him/her informed of weekly plans and goals

Professional Activities:

- Actively participate in professional development activities, including retreats
- Demonstrate knowledge of, and support, Voices mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior and teacher compact.
- Participate in daily grade-level meetings and professional development
- Attend evening and weekend school programs and parent meetings as needed.
- Motivate and organize parent involvement and foster strong school morale and academic achievement
- Provide students and their families with regular and timely information on classroom activities. Hold parent conferences and provide regular progress reports as required.

Voices Academies Dual Immersion Teacher candidates will have the following

Required Qualifications:

- Bachelor's degree required
- CA Credential: Multiple Subject or eligible for intern credential or emergency permit
- Valid bilingual authorization (BCLAD or equivalent , BCC, ELD, or LDS, etc.)
- Knowledge of subject matter, including California Common Core Standards
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Excellent oral and written communication skills in English and Spanish.
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Commitment to accelerated educational progress of children.
- Experience or commitment to public education, social justice, efficacy and equity.

Preferred Qualifications:

- Knowledge of and experience working with low-income communities preferred
- Entrepreneurial spirit, flexibility, and demonstrated success in building a dual-immersion curriculum.
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Tolerate high levels of stress

Working Conditions:

- Regular requirement to stand, sit, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel and crouch
- Lift and carry objects weighing up to 50 lbs.
- Occasional evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

Prior To Employment: Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Employment Eligibility
- Cleared Criminal Background Check
- Valid TB Clearance

Key Compensation:

- Highly competitive salary
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

Contract:

- Reports directly to Principal
- Permanent Salaried, Exempt Position
- At-Will Contract

If you have any questions about this position, please contact our hiring team by email at jobs@voicescharterschool.com. Thank you.

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Full Time Associate Teacher - Non-Certificated

Overview

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Role Summary

Voices Academies' Associate Teacher will be an inspiring educator with an entrepreneurial spirit. Reporting to the principal, the ideal candidate will not only be innovative, but also have an unwavering commitment to ensure that a student receives quality instruction, makes accelerated educational progress, and reaches or exceeds their academic goals. Associate teacher will assist in the classroom and/or the learning center and assist in the supervision, testing, and instruction of students; relieve teachers of administrative tasks; implementing a variety of instructional programs as assigned/supervised by a credentialed teacher (SPED support, ELD, intervention, skill development, etc); and perform other duties as assigned.

Key Responsibilities

Assisting Teachers:

- Assist teacher in the management of student behavior to ensure all students are fully engaged in learning, assessing
- Provide individualized and small group instruction in order to adapt the curriculum to the needs of each students as directed by the teacher
- Provide instruction to students with special needs in accordance with IEP utilizing support services as appropriate
- Motivate pupils to develop skills, attitudes and knowledge needed to provide a good foundation for elementary education
- Challenge and accelerate ALL students, no matter at what level they enter the classroom
- Assist teacher in assessing students and recording results.
- Track student information and maintains accurate student records, including attendance, as directed by the teacher
- Create and atmosphere through personal example and efficacious relationships with students which inspire academic achievement and an enthusiasm for learning.
- Provide instruction under the direct supervision of a certificated teacher or administrator
- Tutor students as directed
- Implement Voices Instructional Guidelines and Best Practices at all times

Collaboration:

- Work collaboratively to achieve Voices' vision
- Work cooperatively with staff toward resolution of mutual concerns.
- Collaborate closely with other teachers, consultants, and the principal to improve own and others' instructional practices
- Reflect, improve and collaborate with colleagues, parents and community
- Confer with teachers, parents and/or appropriate personnel for the purposes of assisting in student evaluation as directed.
- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities

Professional Activities:

- Actively participate in professional development activities, including retreats
- Foster strong school morale and academic achievement
- Participating in collaborative with teacher and parents, grade-level activities, and school-wide functions, events, and trips
- Perform duties such as cafeteria, yard duty and monitoring/interacting with students during the work day as assigned for the purpose of providing a safe and positive learning environment

Voices Academies Associate Teacher candidates will have the following

Required Qualifications:

- NCLB compliant - AA degree or 48 semester units or passage of county competency exam
- Demonstrated passion for the mission, vision and values of Voices Academies with a deep commitment to improving the lives of students from low-income communities
- Excellent oral and written communication skills in English and Spanish.
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Commitment to accelerated educational progress of children.
- Experience or commitment to public education, social justice, efficacy and equity.

Preferred Qualifications:

- BA degree or Substitute Permit
- Knowledge of and experience working with low-income communities preferred
- Entrepreneurial spirit, flexibility, and demonstrated success in working with school-age children
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Tolerate high levels of stress

Working Conditions:

- 10 Month work schedule (September to June)
- Regular requirement to stand, sit, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel and crouch
- Lift and carry objects weighing up to 50 lbs.
- Occasional evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

Prior to Employment: Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Clear Criminal Background Check
- Valid TB Clearance

Key Compensation:

- Tier I: \$15.50-\$18.00/hour - Tier II: \$18.00-\$21.00/hour
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

Contract:

- Reports directly to Principal, Teacher
- Permanent Full-Time, Non-Exempt Position
- At-Will Contract

If you have any questions about this position, please contact our hiring team by email at jobs@voicescharterschool.com. Thank you.

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VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

Operating:

**Voices College-Bound Language Academy
Voices College-Bound Language Academy at Morgan Hill
Voices College-Bound Language Academy at Mt. Pleasant**

**Independent Auditor's Report and Financial Statements
For the Year Ended
June 30, 2016**

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

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INDEPENDENT AUDITOR'S REPORT

Board of Directors
Voices College-Bound Language Academies
San Jose, CA

Report on the Financial Statements

We have audited the accompanying financial statements of Voices College-Bound Language Academies (the Academies), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Board of Directors
Voices College-Bound Language Academies

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the Academies as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the Academies' financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Uniform Guidance. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated September 5, 2016, on our consideration of the Academies' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academies' internal control over financial reporting and compliance.

Vicenti, Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
September 5, 2016

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

STATEMENT OF FINANCIAL POSITION

June 30, 2016

	<u>CMO</u>	<u>San Jose</u>	<u>Morgan Hill</u>	<u>Mt. Pleasant</u>	<u>Total</u>
<u>ASSETS</u>					
CURRENT ASSETS:					
Cash and cash equivalents	\$ 110,167	\$ 4,537,191	\$ 382,661	\$ 225,027	\$ 5,255,046
Accounts receivable - federal and state	-	446,533	160,513	309,034	916,080
Accounts receivable - other	22,383	3,250	792	1,122	27,547
Intracompany receivable	223,847	30,083	-	-	253,930
Prepaid expenses and other assets	48,520	33,507	63,483	37,440	182,950
Total current assets	<u>404,917</u>	<u>5,050,564</u>	<u>607,449</u>	<u>572,623</u>	<u>6,635,553</u>
LONG-TERM ASSETS:					
Property, plant and equipment, net	-	7,647,933	25,756	74,594	7,748,283
Total long-term assets	-	<u>7,647,933</u>	<u>25,756</u>	<u>74,594</u>	<u>7,748,283</u>
Total assets	<u>\$ 404,917</u>	<u>\$ 12,698,497</u>	<u>\$ 633,205</u>	<u>\$ 647,217</u>	<u>\$ 14,383,836</u>
<u>LIABILITIES AND NET ASSETS</u>					
CURRENT LIABILITIES:					
Accounts payable and accrued liabilities	\$ 71,625	\$ 366,380	\$ 51,543	\$ 65,371	\$ 554,919
Intracompany payable	-	-	73,564	180,366	253,930
Deferred revenue	15,002	28,264	222,168	137,500	402,934
Revolving loan payable, current portion	-	-	50,000	50,000	100,000
Total current liabilities	<u>86,627</u>	<u>394,644</u>	<u>397,275</u>	<u>433,237</u>	<u>1,311,783</u>
LONG-TERM LIABILITIES:					
Revolving loan payable	-	-	150,002	200,000	350,002
Loan payable	44,255	-	-	-	44,255
Facility loan	-	8,849,508	-	-	8,849,508
Total long-term liabilities	<u>44,255</u>	<u>8,849,508</u>	<u>150,002</u>	<u>200,000</u>	<u>9,243,765</u>
NET ASSETS:					
Unrestricted	<u>274,035</u>	<u>3,454,345</u>	<u>85,928</u>	<u>13,980</u>	<u>3,828,288</u>
Total net assets	<u>274,035</u>	<u>3,454,345</u>	<u>85,928</u>	<u>13,980</u>	<u>3,828,288</u>
Total liabilities and net assets	<u>\$ 404,917</u>	<u>\$ 12,698,497</u>	<u>\$ 633,205</u>	<u>\$ 647,217</u>	<u>\$ 14,383,836</u>

The accompanying notes are an integral part of these financial statements.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

**STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2016**

	<u>CMO</u>	<u>San Jose</u>	<u>Morgan Hill</u>	<u>Mt. Pleasant</u>	<u>Eliminations</u>	<u>Total</u>
REVENUES:						
State revenue:						
State aid	\$ -	\$2,827,863	\$ 224,783	\$ 596,484	\$ -	\$ 3,649,130
Other state revenue	-	581,983	89,497	113,043	-	784,523
Federal revenue:						
Grants and entitlements	-	305,868	327,497	369,805	-	1,003,170
Local revenue:						
In-lieu property tax revenue	-	973,567	384,617	250,781	-	1,608,965
Contributions	822,542	17,201	152,975	69,543	-	1,062,261
Investment income	294	3,954	212	276	-	4,736
Other revenue	634,604	88,681	22,509	14,800	(649,322)	111,272
Total revenues	<u>1,457,440</u>	<u>4,799,117</u>	<u>1,202,090</u>	<u>1,414,732</u>	<u>(649,322)</u>	<u>8,224,057</u>
EXPENSES:						
Program services	628,771	3,717,014	1,006,497	1,260,121	-	6,612,403
Management and general	1,011,002	507,408	100,593	140,631	(649,322)	1,110,312
Total expenses	<u>1,639,773</u>	<u>4,224,422</u>	<u>1,107,090</u>	<u>1,400,752</u>	<u>(649,322)</u>	<u>7,722,715</u>
Change in unrestricted net assets	(182,333)	574,695	95,000	13,980	-	501,342
Beginning unrestricted net assets	456,368	2,879,650	(9,072)	-	-	3,326,946
Ending unrestricted net assets	<u>\$ 274,035</u>	<u>\$3,454,345</u>	<u>\$ 85,928</u>	<u>\$ 13,980</u>	<u>\$ -</u>	<u>\$ 3,828,288</u>

The accompanying notes are an integral part of these financial statements.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

STATEMENT OF CASH FLOWS For the Year Ended June 30, 2016

	<u>CMO</u>	<u>San Jose</u>	<u>Morgan Hill</u>	<u>Mt. Pleasant</u>	<u>Total</u>
CASH FLOWS from OPERATING ACTIVITIES:					
Change in net assets	\$ (182,333)	\$ 574,695	\$ 95,000	\$ 13,980	\$ 501,342
Adjustments to reconcile change in net assets to net cash flows from operating activities:					
Depreciation	-	146,195	1,758	2,705	150,658
Gifts in kind				(30,000)	(30,000)
Change in operating assets:					
Accounts receivable - federal and state	16,773	(157,877)	(160,513)	(281,196)	(582,813)
Accounts receivable - other	(22,383)	(3,250)	(792)	(1,122)	(27,547)
Intracompany receivable	221,975	(30,083)	146,468	-	338,360
Prepaid expenses and other assets	(48,520)	15,879	(63,483)	(37,440)	(133,564)
Change in operating liabilities:					
Accounts payable and accrued liabilities	65,398	(176,047)	51,543	65,371	6,265
Intracompany payable	-	(564,452)	73,564	152,528	(338,360)
Deferred revenue	(284,998)	(1,836,141)	(183,372)	137,500	(2,167,011)
Net cash flows from operating activities	<u>(234,088)</u>	<u>(2,031,081)</u>	<u>(39,827)</u>	<u>22,326</u>	<u>(2,282,670)</u>
CASH FLOWS from INVESTING ACTIVITIES:					
Purchases of property, plant and equipment	-	(809,025)	(27,514)	(47,299)	(883,838)
Net cash flows from investing activities	<u>-</u>	<u>(809,025)</u>	<u>(27,514)</u>	<u>(47,299)</u>	<u>(883,838)</u>
CASH FLOWS from FINANCING ACTIVITIES:					
Proceeds from debt	44,255	1,864,405	250,000	250,000	2,408,660
Repayments of debt	-	-	(49,998)	-	(49,998)
Net cash from financing activities	<u>44,255</u>	<u>1,864,405</u>	<u>200,002</u>	<u>250,000</u>	<u>2,358,662</u>
Net change in cash and cash equivalents	<u>(189,833)</u>	<u>(975,701)</u>	<u>132,661</u>	<u>225,027</u>	<u>(807,846)</u>
Cash and cash equivalents at the beginning of the year	<u>300,000</u>	<u>5,512,892</u>	<u>250,000</u>	<u>-</u>	<u>6,062,892</u>
Cash and cash equivalents at the end of the year	<u>\$ 110,167</u>	<u>\$ 4,537,191</u>	<u>\$ 382,661</u>	<u>\$ 225,027</u>	<u>\$ 5,255,046</u>
SUPPLEMENTAL DISCLOSURE:					
Cash paid for interest	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 512</u>	<u>\$ 722</u>	<u>\$ 1,234</u>

The accompanying notes are an integral part of these financial statements.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

STATEMENT OF FUNCTIONAL EXPENSES

For the Year Ended June 30, 2016

	Program Services	Management and General	Eliminations	Total Expenses
Salaries and wages	\$ 3,255,540	\$ 503,188	\$ -	\$ 3,758,728
Pension expense	212,587	3,258	-	215,845
Other employee benefits	334,936	19,396	-	354,332
Payroll taxes	189,380	26,671	-	216,051
Management fees	-	701,983	(649,322)	52,661
Legal expenses	-	144,578	-	144,578
Accounting expenses	-	70,636	-	70,636
Instructional materials	617,374	-	-	617,374
Other fees for services	960,180	-	-	960,180
Advertising and promotion expenses	-	108,075	-	108,075
Office expenses	130,103	37,195	-	167,298
Printing and postage expenses	34,452	3,204	-	37,656
Occupancy expenses	370,022	38,367	-	408,389
Travel expenses	16,550	20,529	-	37,079
Conference and meeting expenses	20,100	2,569	-	22,669
Interest expense	208,770	22,109	-	230,879
Depreciation expense	150,658	-	-	150,658
Insurance expense	44,808	7,822	-	52,630
Other expenses	66,943	50,054	-	116,997
	<u>\$ 6,612,403</u>	<u>\$ 1,759,634</u>	<u>\$ (649,322)</u>	<u>\$ 7,722,715</u>

The accompanying notes are an integral part of these financial statements.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities – Voices College-Bound Language Academies (“Academies”) is a California non-profit public benefit corporation and is organized to manage and operate public charter schools.

The Academies is funded principally through State of California public education monies received through the California Department of Education and the sponsoring District.

The Franklin-McKinley School District (“District”) has granted the charter for Voices College-Bound Language Academy (“Voices at San Jose”) through June 30, 2017. The charter may be revoked by the District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

In September 2015, Voices chartered two new schools, Voices College-Bound Language Academy at Morgan Hill (“Voices at Morgan Hill”) and Voices College-Bound Language Academy at Mt. Pleasant (“Voices at Mt. Pleasant”) and developed a Charter Management Office (“CMO”) to assist in the management of all three charter schools.

Santa Clara County Office of Education (“SCCOE”) approved the charter for both Voices at Morgan Hill and Voices at Mt. Pleasant. Voices at Morgan Hill was granted a three year term continuing through June 30, 2018. Voices at Mt. Pleasant was granted a five year term continuing through June 30, 2020. The charter may be revoked by SCCOE for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Cash and Cash Equivalents – The Academies define its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Functional Allocation of Expenses – Costs of providing the Academies’ programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation – The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Net Asset Classes – The Academies are required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the Academies are defined as:

- **Unrestricted:** All resources over which the governing board has discretionary control to use in carrying on the general operations of the Academies.
- **Temporarily restricted:** These net assets are restricted by donors to be used for specific purposes. The Academies do not currently have any temporarily restricted net assets.
- **Permanently restricted:** These net assets are permanently restricted by donors and cannot be used by the Academies. The Academies do not currently have any permanently restricted net assets.

Receivables – Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2016. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Property, Plant and Equipment – Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset.

Property Taxes – Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agencies of the Academies are required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Compensated Absences – The Academies allow administrative employees to carryover unused vacation up to 40 hours. Accordingly, accumulated compensated absence benefits at June 30, 2016 was \$5,515.

Revenue Recognition – Amounts received from the California Department of Education are recognized as revenue by the Academies based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes – The Academies’ corporation is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The corporation files informational returns in the U.S. federal jurisdiction and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Evaluation of Subsequent Events – The Academies have evaluated subsequent events through September 5, 2016, the date these financial statements were available to be issued.

NOTE 2: CONCENTRATION OF CREDIT RISK

The Academies maintain cash balances held in banks which are insured up to \$250,000 by the Federal Depository Insurance Corporation (“FDIC”). At times, cash in these accounts exceeds the insured amounts. The Academies have not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 3: PROPERTY, PLANT AND EQUIPMENT

The Academies property, plant and equipment are as follows:

Building	\$ 7,723,940
Furniture, fixtures, equipment	162,561
Leasehold improvements	12,440
	<u>7,898,941</u>
Less accumulated depreciation and amortization	<u>(150,658)</u>
Property, plant and equipment, net	<u>\$ 7,748,283</u>

Depreciation expense for the year ended June 30, 2016 was \$150,658.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2016

NOTE 4: EMPLOYEE RETIREMENT

Multi-employer Defined Benefit Pension Plans

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the State of California.

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the Academies choose to stop participating in the multi-employer plan, they may be required to pay a withdrawal liability to the plan. The Academies have no plans to withdraw from this multi-employer plan.

State Teachers' Retirement System (STRS)

Plan Description

The Academies contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total plan net assets are \$181 billion, the total actuarial present value of accumulated plan benefits is \$242 billion, contributions from all employers totaled \$2.55 billion, and the plan is 68.5% funded. The Academies did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before December 31, 2012 are required to contribute 9.20% of their salary and those hired after are required to contribute 8.56% of their salary. The Academies is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for year ended June 30, 2016 was 10.73% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

**NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2016**

NOTE 4: EMPLOYEE RETIREMENT

The Academies' contributions to STRS for the past three years are as follows:

Year Ended <u>June 30,</u>	Required <u>Contribution</u>	Percent <u>Contributed</u>
2014	\$ 86,336	100%
2015	\$ 110,050	100%
2016	\$ 205,536	100%

Defined Contribution Plan

The Academies offer an Internal Revenue Code Section 401(k) retirement plan to each of its qualifying employees. Employee contributions and employer contributions (up to 3 percent match) are used to purchase annuity contracts for each participant. The amount of employer contributions used to purchase annuity contracts for the year ended June 30, 2016 was \$10,309.

NOTE 5: FACILITY GRANT/LOAN

Voices at San Jose received \$637,787 pursuant a funding agreement between the State Allocation Board and the California School Finance Authority collectively referred to as the State. Voices at San Jose applied to the State for financing of its charter school facilities project under the Charter School Facilities Program (CSFP) established pursuant to Article 12 of Chapter 12.5 of Part 10 of the California Education code. The preliminary apportionment in the amount of \$6,377,870 for the project has been approved by the State. The advance of \$637,787, representing 10% of the preliminary apportionment, for project design has been approved and disbursed by the State.

In August 2014, Voices at San Jose received approximately \$8.2 million in Prop 55 Funding for new construction of a school facility on an existing site to eventually accommodate 435 students (grades K-8) of which 78% are expected to qualify for free and reduced lunch. The site for the approximate 20,000 square foot one-story facility will be located at the existing G. W. Hellyer Elementary, 725 Hellyer Ave., San Jose, CA 95111. Voices at San Jose is constructing this project in cooperation with the Franklin-McKinley Elementary School District and consists of two kindergarten and 18 multi-grade classrooms, an administration building, and a multi-use building. Voices at San Jose completed the facility in time for occupancy at the start of the 2015-16 school year.

This apportionment is contingent upon Voices at San Jose paying its 50% local matching share obligation (funding agreement) by making payments to the State pursuant to the agreement. Voices at San Jose will repay the State the matching portion of the funding by making either annual or semi-annual installments starting at July 1 after one full year of the Project being opened and having commenced its educational program. The loan matures in 30 years and requires an assumed interest rate determined by the rate paid on monies in the Pooled Money Investment Account described in the California Government Code 16840 et seq. which is currently estimated to be 2.75%. The amount of the loan for matching funds and unused funding was \$8,849,508 as of June 30, 2016.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

**NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2016**

NOTE 5: FACILITY GRANT/LOAN

Voices at San Jose also entered into a Memorandum of Understanding (MOU) between the State and Franklin-McKinley Elementary School District (FMSD) intended to tie together two separate legal agreements: (i) a Funding Agreement by and between the State and the Academies and (ii) a Facilities Use Agreement by and between FMSD and the Academies.

NOTE 6: OPERATING LEASE

The CMO and Voices at Mt. Pleasant rent facilities under and operating lease agreement. Rent expense under the agreement was \$100,000 for the year ended June 30, 2016. The minimum lease payments will be as follows:

Year Ended <u>June 30,</u>	
2017	\$ 200,000
2018	300,000
2019	400,000
2020	<u>400,000</u>
Total	<u>\$ 1,300,000</u>

NOTE 7: INTRACOMPANY RECEIVABLES/PAYABLES

Intracompany receivable and payable balances arise from intracompany transactions and are recorded by all charters affected in the period in which transactions are executed.

NOTE 8: CONTINGENCIES

The Academies have received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
For the Year Ended June 30, 2016

The Academies San Jose School began serving students in September 2007 and is sponsored by the Franklin- McKinley School District (the District).

Charter School number authorized by the State: 846

The Academies Morgan Hill School began serving students in September 2015 and is sponsored by the Santa Clara County Office of Education (the Sponsor).

Charter School number authorized by the State: 1716

The Academies Mt. Pleasant School began serving students in September 2015 and is sponsored by the Santa Clara County Office of Education (the Sponsor).

Charter School number authorized by the State: 1743

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (continued)
For the Year Ended June 30, 2016**

The Board of Directors and the Administrators for the year ended June 30, 2016 were as follows:

BOARD OF DIRECTORS

<u>Member</u>	<u>Office</u>	<u>Term Expires</u>
David Richards	Chair	2017
Sara Reyes	Member	Indefinite
Alice Miller	Member	Indefinite
Cathy Holley	Member	Resigned
Servando Sandoval	Member	2018

ADMINISTRATORS

Frances Teso	President/Chief Executive Officer
Lizzette Ramirez	Secretary
Michael Buerger	Treasurer

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

**SCHEDULE OF INSTRUCTIONAL TIME
For the Year Ended June 30, 2016**

San Jose:

	<u>Instructional Minutes</u>		<u>Instructional</u>	<u>Status</u>
	<u>Requirement</u>	<u>Actual</u>	<u>Days</u>	
Kindergarten	36,000	76,170	180	In compliance
Grade 1	50,400	71,115	180	In compliance
Grade 2	50,400	71,115	180	In compliance
Grade 3	50,400	71,115	180	In compliance
Grade 4	54,000	71,115	180	In compliance
Grade 5	54,000	71,115	180	In compliance
Grade 6	54,000	71,230	180	In compliance
Grade 7	54,000	71,230	180	In compliance
Grade 8	54,000	71,230	180	In compliance

Morgan Hill:

	<u>Instructional Minutes</u>		<u>Instructional</u>	<u>Status</u>
	<u>Requirement</u>	<u>Actual</u>	<u>Days</u>	
Kindergarten	36,000	43,200	180	In compliance
Grade 1	50,400	71,115	180	In compliance

Mt. Pleasant:

	<u>Instructional Minutes</u>		<u>Instructional</u>	<u>Status</u>
	<u>Requirement</u>	<u>Actual</u>	<u>Days</u>	
Kindergarten	36,000	44,580	180	In compliance
Grade 1	50,400	71,115	180	In compliance

See auditor's report and the notes to the supplementary information.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

**SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2016**

	<u>Second Period Report</u>		<u>Annual Report</u>	
	<u>Classroom</u>		<u>Classroom</u>	
	<u>Based</u>	<u>Total</u>	<u>Based</u>	<u>Total</u>
San Jose:				
Grades K-3	207.66	207.66	208.22	208.22
Grades 4-6	160.15	160.15	160.58	160.58
Grades 7-8	<u>77.93</u>	<u>77.93</u>	<u>78.78</u>	<u>78.78</u>
ADA Totals	<u>445.74</u>	<u>445.74</u>	<u>447.58</u>	<u>447.58</u>
Morgan Hill:				
Grades K-3	<u>73.97</u>	<u>73.97</u>	<u>77.93</u>	<u>77.93</u>
ADA Totals	<u>73.97</u>	<u>73.97</u>	<u>77.93</u>	<u>77.93</u>
Mt.Pleasant:				
Grades K-3	<u>92.43</u>	<u>92.43</u>	<u>92.40</u>	<u>92.40</u>
ADA Totals	<u>92.43</u>	<u>92.43</u>	<u>92.40</u>	<u>92.40</u>
Total:				
Grades K-3	374.06	374.06	378.55	378.55
Grades 4-6	160.15	160.15	160.58	160.58
Grades 7-8	<u>77.93</u>	<u>77.93</u>	<u>78.78</u>	<u>78.78</u>
ADA Totals	<u>612.14</u>	<u>612.14</u>	<u>617.91</u>	<u>617.91</u>

See auditor's report and the notes to the supplementary information.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
RECONCILIATION OF ANNUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2016

There were no differences between the annual financial report and the audited financial statements.

See auditor's report and the notes to the supplementary information.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2016

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	San Jose	Morgan Hill	Mt. Pleasant	Total Federal Expenditures
Pass Through Program From California Department of Education:						
No Child Left Behind Act						
Title I, Part A, Basic Grants	84.010	14329	\$ 115,909	\$ 17,575	\$ 20,829	\$ 154,313
Low-Income and Neglected	84.367	14341	2,083	299	366	2,748
Title II, Part A, Teacher Quality	84.365	N/A	15,500	-	-	15,500
Title III	84.027	N/A	51,081	-	-	51,081
Special Ed	84.282A	14941	-	285,286	323,577	608,863
Public Charter Schools Grant Program						
Total U.S Department of Education			<u>184,573</u>	<u>303,160</u>	<u>344,772</u>	<u>832,505</u>
U.S. Department of Agriculture:						
Pass Through Program From California Department of Education:						
Child Nutrition Programs	10.555	N/A	121,295	24,337	25,033	170,665
Total U.S Department of Agriculture			<u>121,295</u>	<u>24,337</u>	<u>25,033</u>	<u>170,665</u>
Total Federal Expenditures			<u>\$ 305,868</u>	<u>\$ 327,497</u>	<u>\$ 369,805</u>	<u>\$ 1,003,170</u>

See auditor's report and the notes to the supplementary information.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

NOTES TO THE SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2016

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Academies and whether the Academies complied with the provisions of the Education Code.

Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the Academies. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the Academies under programs of the federal government for the year ended June 30, 2016 and is presented on the modified accrual basis of accounting. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the Academies, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Academies.

Indirect Cost Rate

The Academies has elected to use a rate other than the 10-percent de minimus indirect cost rate allowed under the Uniform Guidance.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Voices College-Bound Language Academies
San Jose, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Voices College-Bound Language Academies (the Academies), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, cash flows and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated September 5, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Academies' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academies' internal control. Accordingly, we do not express an opinion on the effectiveness of the Academies' internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Academies' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
September 5, 2016

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON
INTERNAL CONTROL OVER COMPLIANCE REQUIRED
BY THE UNIFORM GUIDANCE**

Board of Directors
Voices College-Bound Language Academies
San Jose, CA

Report on Compliance for Each Major Federal Program

We have audited the compliance of Voices College-Bound Language Academies (the Academies), with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016. The Academies' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and terms and conditions of federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Academies' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Academies' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Academies' compliance.

Opinion on Each Major Federal Program

In our opinion, the Academies complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON
INTERNAL CONTROL OVER COMPLIANCE REQUIRED
BY THE UNIFORM GUIDANCE**

Report on Internal Control Over Compliance

Management of the Academies is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Academies' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance, for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Academies' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies in internal control over compliance such that there is a reasonable possibility, that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected and corrected on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
September 5, 2016



INDEPENDENT AUDITOR’S REPORT ON STATE COMPLIANCE

Board of Directors
 Voices College-Bound Language Academies
 San Jose, CA

We have audited Voices College-Bound Language Academies’ (the Academies) compliance with the types of compliance requirements described in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2016. The Academies’ State compliance requirements are identified in the table below.

Management’s Responsibility

Management is responsible for the compliance with the State laws and regulations as identified below.

Auditor’s Responsibility

Our responsibility is to express an opinion on the Academies’ compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Academies’ compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the Academies’ compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Academies’ compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Not applicable
After School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Not applicable
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Not applicable

Opinion on State Compliance

In our opinion, the Academies complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2016.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
 Glendora, CA
 September 5, 2016

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2016

SECTION I – SUMMARY OF AUDITOR’S RESULTS

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:

Unmodified

Internal control over financial reporting:

Material weakness(es) identified? _____ Yes X No

Significant deficiency(ies) identified? _____ Yes X None Reported

Noncompliance material to financial statements noted? _____ Yes X No

Federal Awards

Internal control over major federal awards:

Material weakness(es) identified? _____ Yes X No

Significant deficiency(ies) identified? _____ Yes X None Reported

Type of auditor’s report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

_____ Yes X No

Identification of Major Federal Programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.242A	Public Charter School Grant Program

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

_____ Yes X No

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2016

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings and questioned costs for the year ended June 30, 2016.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2016

There were no findings and questioned costs for the year ended June 30, 2015.

Voices College-Bound Language Academy at Morgan Hill Charter Petition Budget

The following assumptions for Voices are conservative wherever possible. School leadership feels that being conservative ensures the long-term financial stability of the school. Financials are reviewed and forecasted regularly, to identify any concerns and alter the budget in order to maintain net revenue and a growing fund balance.

Revenue:

Local Control Funding Formula

The majority of Voices' funding comes from the Local Control Funding Formula (LCFF). Voices' used the FCMAT LCFF calculator (Version 18.1a) to calculate the general block grant revenue that Voices will receive:

Components of LCFF By Object Code					
	2017-18	2018-19	2019-20	2020-21	2021-22
8011 - State Aid	\$ 558,750	\$ 775,981	\$ 1,004,963	\$ 1,261,083	\$ 1,443,211
EPA (for LCFF Calculation purposes)	38,000	47,800	58,600	69,200	80,000
<i>Local Revenue Sources:</i>					
8096 - In-Lieu of Property Taxes	1,113,121	1,400,189	1,716,549	2,027,051	2,337,553
Total Phase-In Entitlement	\$ 1,709,871	\$ 2,223,970	\$ 2,780,112	\$ 3,357,334	\$ 3,860,764

Annual COLA and LCFF Gap Closure percentages were based on the assumptions built into the FCMAT calculator. An additional assumption within the FCMAT calculator is the percentage of unduplicated students for the district in which Voices is located.

Title Funding

As a Local Education Agency (LEA), Voices receives direct Title I and II funding. Title I projected revenues assume that the proportion of free and reduced lunch students and the ADA% remain steady. Title II is not part of the budget do to the immaterial amount of revenue received. Voices is part of a consortium for Title III funding, as such no revenue is recognized for Title III, and expenses relating to Title III services are paid by the consortium lead.

Child Nutrition

Voices participates in the federal and state child nutrition program. Revenue is based on Voices' percentage of students who qualify for free and reduced lunch and Voices' past experiences. Child nutrition revenues are assumed to be approximately 70% from Federal and 6% from State. The remaining is from students, waste from unpurchased meal, and uncollected accounts.

Special Education

Voices has joined the Sonoma County Charter Special Education Local Plan Area (SELPA) for special education purposes. Budgeted rates are based on the SELPA's estimated funding rates less the set aside contribution and administrative fee. The estimated funding rates are \$497.83 (state) and \$116.71 (federal) per ADA. When appropriate, reimbursement for low incident funds and Educationally Related Mental Health Services (ERMHS) may be requested. Voices maintains a conservative budget and does not recognize revenue for these two special education sources, but will request reimbursement if eligible services are provided to eligible students.

Other State Revenues

Additional state revenue based on current guidance provided by the CDE for 2017-18 funding levels:

- State Lottery: \$189 per ADA
- Mandate Block Grant: \$15.40 per ADA
- Charter School Facility Grant Program (SB740): \$750 per ADA*

*SB740 has increased subsequent the budget approval by the board. Budget does not reflect the increase in SB740 from \$750 to \$1,117 per ADA.

Local Revenues

Voices projects direct sales for lunches and uniforms. Students receive free uniforms every year. Uniform purchases are not required of parents; however, parents may optionally purchase extras and accessories. While assuming that most of the lunches served will be to students who are eligible for free or reduced priced meals, revenue will be collected for the students who do not qualify. Negligible amounts are budgeted for interest income.

A grant has been received by Voices and is included in the budget, as well as revenue from fundraising.

Accounting

Voices will use the accrual basis of accounting. This means revenue is recognized when it is earned, not when it is received.

Expenses

Voices' expense estimates are based on its first two years of operations and expectations of the future years. Expense assumptions include increases related to inflation, enrollment, and staffing growth. These budgeted expenses are increased by 2% inflation each year.

Staffing and Benefits

The leadership structure at Voices beginning in fiscal year 2018/19 is one (1) for each of these positions: Principal, Dean of Culture, and Academic Coach. In fiscal year 2020/21 a Student Services Manager will be added to the leadership team. Each classroom is led by a certificated teacher and will have an associate teacher to help guide students.

Voices offers health benefits for all full time staff members. Voices will cover \$475 (single) or \$575 (employee + one) / month of the insurance elected by the employee. History shows approximately 87% of the full time staff will accept coverage. Voices participates in STRS, as such the employer contributions to STRS increase based on the mandated percentages. In FY 2017/18 this rate is 14.43% and it grows to 19.10% in FY 20/21.

Books and Supplies

Voices budgets \$14,000 per new classroom plus \$4,000 for updates to established classrooms relating to curriculum materials, library books, classroom, furniture, and technology. In addition, Voices budgets \$98.83 per student for student materials, including enrichment supplies.

Student assessments and health screenings and supplies are budgeted at \$893 per student, noting that there are certain assessments and screens done at specific grade levels and not school wide.

The food service program is based on the actual experience of Voices in its first two years. Expenses of \$5.40 per student are budgeted with 180 days of meals being served and a 71% usage rate.

CMO Management and Technician Fees

The Charter Management Organization (CMO) based in San Jose manages three Voices College-Bound Language Academy charter schools, including Voices. The CMO provides a wide-range of support including management and coaching of school leaders, professional development, staff recruiting, payroll, reporting and more. This way, Voices can focus on teaching and learning.

In consideration for the services, Voices receives a monthly CMO Management Fee expense equal to 12% in FY 17/18 and 15% in FY 18/19 and beyond of general block grant revenue. In the event that a loss occurs in a month, the service fee will be expensed, but no payment requested by the CMO until payment can be made without affecting the operations of Voices.

Additionally, direct time spent by Network Technology Manager in the role of a Site Technician, is billable to Voices.

The services fee and the technician fee are currently the only compensation to which the CMO will be entitled hereunder; Voices shall be responsible for all of its own costs and expenses necessary to fulfill its mission.

Services and Other Operating Expenses

In the multiyear budget detail table is the breakdown of the services and other operating expenses. Rates are based on Voices experiences, contracts, and experiences of other Voices College-Bound Language Academy charter schools. If expense is dependent on variables like enrollment/ADA, number of classrooms, or staffing levels, the assumptions were increased in accordance with the growth of Voices.

Certain expenses that are typical of a school, such as legal fees and consultants, are not included. As a member of the Voices College-Bound Language Academies network, these costs are captured by the CMO. Then Voices benefits from the scale of a network.

Voices College-Bound Language Academy at Morgan Hill
 Multi-year Budget Summary-Financial

	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
	Preliminary Budget				
Revenue					
General Block Grant	1,709,871	2,223,970	2,780,112	3,357,334	3,860,764
Federal Revenue	120,845	151,979	186,475	220,211	253,948
Other State Revenues	271,937	342,338	419,756	495,738	571,721
Local Revenues	18,261	22,960	28,171	33,265	38,363
Fundraising and Grants	156,500	110,655	61,728	20,000	23,000
Total Revenue	2,277,414	2,851,903	3,476,242	4,126,548	4,747,796
Expenses					
Compensation and Benefits	1,205,701	1,572,596	1,893,158	2,343,255	2,620,817
Books and Supplies	223,477	221,982	268,902	320,378	362,041
Services and Other Operating Expenditures	759,584	938,870	1,078,617	1,222,776	1,344,922
Depreciation	3,223	3,723	4,223	4,223	4,223
Other Outgoing	20,219	25,919	32,110	38,533	44,233
Total Expenses	2,212,204	2,763,090	3,277,010	3,929,165	4,376,236
Net Revenue	65,210	88,813	199,232	197,383	371,560
Fund Balance					
Beginning Fund Balance (Unaudited)	252,369	317,579	406,391	605,623	803,006
Net Revenue (from above)	65,210	88,813	199,232	197,383	371,560
Ending Fund Balance	317,579	406,391	605,623	803,006	1,174,566
Ending Fund Balance as a % of Expenditures	14%	15%	18%	20%	27%

Voices College-Bound Language Academy at Morgan Hill

Multi-year Budget Summary-Enrollment

	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
			Preliminary Budget		
Enrollment					
K / TK	70	66	66	66	66
1	56	56	56	56	56
2	45	56	56	56	56
3	28	45	57	56	56
4	0	28	45	57	56
5	0	0	28	45	57
6	0	0	0	28	45
7	0	0	0	0	28
8	0	0	0	0	0
	199	251	308	364	420
Enrollment Summary					
K-3	199	223	235	234	234
4-6	0	28	73	130	158
7-8	0	0	0	0	28
Total Enrolled	199	251	308	364	420
ADA %					
K-3	95%	95%	95%	95%	95%
4-6	95%	95%	95%	95%	95%
7-8	95%	95%	95%	95%	95%
Average ADA	95%	95%	95%	95%	95%
ADA					
K-3	189.1	211.9	223.3	222.3	222.3
4-6	0.0	26.6	69.4	123.5	150.1
7-8	0.0	0.0	0.0	0.0	26.6
Total ADA	189.1	238.5	292.6	345.8	399.0

Voices College-Bound Language Academy at Morgan Hill

Multi-year Budget Detail-Financial

	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
	Preliminary Budget				
Estimated ADA	190	239	293	346	399
Qualify for FRL	136	171	210	248	286
Revenue					
General Block Grant					
8011 Charter School LCFF - State Aid	558,750	775,981	1,004,963	1,261,083	1,443,211
8012 Education Protection Account Entitlement	38,000	47,800	58,600	69,200	80,000
8096 Charter Schools In Lieu of Property Taxes	1,113,121	1,400,189	1,716,549	2,027,051	2,337,553
Total General Block Grant	1,709,871	2,223,970	2,780,112	3,357,334	3,860,764
Federal Revenue					
8181 Special Education - IDEA	19,514	24,546	30,093	35,536	40,979
8220 Federal Nutrition Program	58,848	73,993	90,868	107,311	123,754
8290-1 Title I	42,483	53,440	65,514	77,364	89,215
8290-2 Title II	-	-	-	-	-
Total Federal Revenue	120,845	151,979	186,475	220,211	253,948
Other State Revenue					
8311 Special Education - State	83,237	104,704	128,361	151,579	174,798
8520 State Nutrition Program	5,663	7,121	8,745	10,327	11,909
8545 Charter School Facility Grant Program (SB740)	142,500	179,250	219,750	259,500	299,250
8550 Mandate Cost Reimbursements	2,926	3,824	4,688	5,536	6,384
8560 State Lottery Revenue	37,611	47,439	58,212	68,796	79,380
Total Other State Revenues	271,937	342,338	419,756	495,738	571,721
Local Revenue					
8634 Food Service Income	12,183	15,318	18,812	22,216	25,620
8699 Other Local Revenue	6,078	7,642	9,359	11,049	12,743
Total Local Revenues	18,261	22,960	28,171	33,265	38,363
Fundraising and Donations					
Total Revenue	2,277,414	2,851,903	3,476,242	4,126,548	4,747,796
Expenses					
Compensation & Benefits					
Certificated Salaries					
1100 Teachers' Salaries	423,500	538,560	658,054	835,168	1,019,115
1200 SPED Teachers	55,000	109,140	111,323	113,549	115,820
1300 Certificated Supervisor & Administrator	113,682	218,415	222,783	308,952	315,130
1900 Other Certificated Compensation	14,922	17,661	18,922	23,577	25,501
Total Certificated Salaries	607,104	883,776	1,011,082	1,281,246	1,475,566
Non-certificated Salaries					
2101 Instructional Aide Salaries	142,556	166,452	184,686	215,293	219,453
2102 SPED Instructional Aides	94,551	60,779	98,290	100,215	102,181
2401 Business Manager	77,400	62,011	95,639	113,082	118,614
2905 Other Non-Certificated Compensation	54,424	80,866	97,983	108,603	118,155
Total Non-certificated Salaries	368,931	370,108	476,598	537,193	558,403

Voices College-Bound Language Academy at Morgan Hill

Multi-year Budget Detail-Financial

	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
	Preliminary Budget				
Employee Benefits					
3100 STRS Retirement	87,028	143,228	182,584	243,572	280,687
3300 FICA Tax	36,471	40,458	50,450	58,860	63,300
3400 Health & Welfare	72,124	91,884	119,054	157,560	171,600
3500 State Unemployment Insurance	9,261	13,218	16,088	19,522	21,074
3600 Worker Compensation	12,552	16,144	19,184	23,438	26,240
3902 Other Employee Benefits	12,230	13,780	18,118	21,864	23,947
Total Employee Benefits	229,666	318,712	405,478	524,816	586,848
Total Compensation & Benefits	1,205,701	1,572,596	1,893,158	2,343,255	2,620,817
Books & Supplies					
4100 Curriculum Materials	14,080	8,323	8,490	8,659	8,833
4200 Books and Other Reference Material	5,508	1,873	3,820	3,897	3,975
4300 Student Materials and Enrichment	27,125	26,652	33,318	40,087	47,257
4313 Uniforms	1,500	3,747	4,690	5,654	6,654
4314 Health Supplies and Assessments	2,163	2,372	2,639	2,893	3,195
4317 Office and Janitorial Supplies	15,032	19,726	24,690	29,763	35,029
4411 Classroom Furniture	18,885	7,023	14,326	14,613	14,905
4412 Classroom/Teacher Technology Equipment	30,780	13,849	9,417	14,408	14,696
4414 Software	11,177	14,339	17,913	21,570	25,341
4416 Office Computers & Furniture	1,173	3,277	1,220	3,572	-
4700 Food Service	96,054	120,801	148,379	175,262	202,156
Total Books & Supplies	223,477	221,982	268,902	320,378	362,041
Services & Other Operating Expenses					
5200 Travel and Conferences	8,000	5,202	5,306	5,412	5,520
5300 Dues and Licenses	9,186	9,343	9,440	7,039	7,141
5301 Fingerprinting & CPR Reimb	1,235	998	1,169	1,369	796
5450 General Insurance	15,410	19,540	24,730	31,210	35,040
5500 Utilities & Custodial	20,658	26,496	33,091	39,830	46,826
5600-01 Rent - Facility	367,190	382,452	393,924	405,744	405,744
5600-02 Equipment Lease	3,427	3,496	3,566	3,637	3,710
5600-05 Repair	2,040	2,081	2,122	2,165	2,208
5800-01 Postage & Shipping	102	104	106	108	110
5800-02 Printing/Copying	4,065	4,133	5,173	6,236	7,339
5800-08 Other Service Charges	283	285	292	297	300
5800-10 Teacher Professional Development	12,000	17,500	21,000	26,100	31,250
5800-11 Staff / Student Recruitment	1,530	1,561	1,592	1,624	1,656
5800-12 Teach for America	7,000	5,000	5,000	5,000	5,000
5800-14 Staff Appreciation	3,203	3,983	4,944	6,119	6,738
5800-16 Substitutes	4,000	4,000	4,000	4,000	4,000
5800-17 Nursing Services	265	271	276	281	287
5800-18 Counselor	1,000	1,020	1,040	1,061	1,082
5800-21 CMO Management Services	205,185	333,596	417,017	503,600	579,115
5800-22 Enrichment Activities	12,104	14,640	16,940	19,790	22,730
5800-26 Parent engagement	2,000	2,040	2,081	2,122	2,165

Voices College-Bound Language Academy at Morgan Hill

Multi-year Budget Detail-Financial

	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
	Preliminary Budget				
Services & Other Operating Expenses (continued)					
5830 SPED Services	58,140	74,597	93,280	112,356	132,158
5870 Consultants	7,120	6,202	6,306	5,412	5,520
5881 Student Information System	5,207	6,509	7,810	9,112	10,414
5882 Assessment	4,083	5,711	7,484	9,297	11,179
5892 Marketing / Community Enrichment	510	520	531	541	552
5910 Telephone	1,614	2,384	2,432	2,481	2,530
5920 Internet	3,027	5,206	7,965	10,833	13,812
Total Services & Other Operating Expenditures	759,584	938,870	1,078,617	1,222,776	1,344,922
6000 Capital Outlay	-	-	-	-	-
6900 Depreciation	3,223	3,723	4,223	4,223	4,223
7299 District Oversight Fee	19,817	25,665	32,003	38,533	44,233
7438 Interest Expense	402	254	107	-	-
Total Expenses	2,212,204	2,763,090	3,277,010	3,929,165	4,376,236
Net Revenue	65,210	88,813	199,232	197,383	371,560



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
6/27/2017

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed if SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher & Co. Insurance Brokers of CA, Inc. LIC #0726293 18201 Von Karman Ave Suite 200 Irvine CA 92612		CONTACT NAME: Arthur J. Gallagher & Co. PHONE (A/C No, Ext): 949-349-9800 FAX (A/C No): 949-349-9900 E-MAIL ADDRESS:	
INSURED CALICHA-03 California Charter Schools Joint Powers Authority Voices College-Bound Language Academy 14271 Story Road San Jose CA 95127		INSURER(S) AFFORDING COVERAGE	
		INSURER A: California Charter Schools JPA	NAIC #
		INSURER B: Safety National Casualty Corporation	15105
		INSURER C: Scottsdale Insurance Company	41297
		INSURER D:	
		INSURER E:	
		INSURER F:	

COVERAGES **CERTIFICATE NUMBER: 1547554943** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Sexual Abuse <input checked="" type="checkbox"/> Educators E&O GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y	Y	CCSJPA MOC 2017-18	7/1/2017	7/1/2018	EACH OCCURRENCE \$10,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$1,000,000 MED EXP (Any one person) \$10,000 PERSONAL & ADV INJURY \$Included GENERAL AGGREGATE \$10,000,000 PRODUCTS - COM/POP AGG \$Included Crime \$1,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			CCSJPA MOC 2017-18	7/1/2017	7/1/2018	COMBINED SINGLE LIMIT (Ea accident) \$10,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ EACH OCCURRENCE \$ AGGREGATE \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y	N/A	CCSJPA MOC 2017-18 SP4053226	7/1/2017	7/1/2018	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$1,000,000 E.L. DISEASE - EA EMPLOYEE \$1,000,000 E.L. DISEASE - POLICY LIMIT \$1,000,000
A	Employment Practices(Claims-Made) Directors & Officers(Claims-Made) Fiduciary(Claims-Made)			CCSJPA MOC 2017-18 EKS3225682	7/1/2017	7/1/2018	Each Wrongful Act/Agg \$10,000,000 Each Wrongful Act/Agg \$10,000,000 Each Wrongful Act/Agg \$10,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Certificate holder is included as additional insured with respects to General Liability per the attached endorsement in accordance with the terms, conditions, and exclusions of the policy, as respects: Charter Authorizer/Chartering District - Required by MOU for Morgan Hill school (former submission was for Mount Pleasant school).
 This insurance is primary and all other insurance is non-contributory.
 Waiver of Subrogation is included.

CERTIFICATE HOLDER

Santa Clara County Office of Education
 1290 Ridder Park Drive
 San Jose CA 95131

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

ADDITIONAL COVERED PARTY ENDORSEMENT

It is hereby understood and agreed that holders of Certificates of Coverage issued against this Memorandum of Coverage that are shown as Additional Covered Parties are added to the Memorandum of Coverage pursuant to the terms of this Memorandum of Coverage.

Where Certificates of Coverage are requested for Additional Covered Parties who do not fall within GENERAL MEMORANDUM OF COVERAGE DEFINITION 1, prior agreement of Underwriters and subsequent endorsement of this Memorandum of Coverage is required.

GENERAL MEMORANDUM OF COVERAGE DEFINITION

1. **ADDITIONAL COVERED PARTY** means any person, organization, trustee, or estate to whom, or to which the **NAMED MEMBER** is obligated by virtue of a **NAMED MEMBER CONTRACT** to provide coverage as is afforded by this MOC, but only with respects to operations performed by, or on behalf of, the **NAMED MEMBER**. The coverage afforded by this MOC shall be no broader than that which is required by such written contract. **ADDITIONAL COVERED PARTY** does not include a sponsoring district of a **NAMED MEMBER** unless obligated by virtue of a **NAMED MEMBER CONTRACT** to provide insurance or coverage such as is offered by this MOC, and subject to the limitations on coverage provided in such written contract or written agreement.

This endorsement is part of Memorandum of Coverage number CCSJPA MOC 2017-18